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JOB SATISFACTION OF TEACHER INTERNS AND ITS RELATIONSHIP TO SELF-APPRAISALS, SUPERVISOR-APPRAISALS, ROLE AMBIGUITY AND SELECTED BACKGROUND VARIABLES

by

TICHATONGA J. NHUNDU

A DISSERTATION

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL 1987

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ISBN 0-315-41024-8

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DEGREE FOR WHICH THESIS WAS PRESENTED : **DOCTOR OF PHILOSOPHY**

YEAR THIS DEGREE GRANTED : **FALL 1987**

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Date 28 May, 1987

DEDICATION

This dissertation is dedicated to my late father Ribias Kwangwa Nhundu and my mother Sharai Nhundu for the encouragement to reach greater heights in all my endeavous,

and

To my wife Vimbisai and son Tichatonga for the great sacrifices made during the period of my study.

ABSTRACT

This study sought to determine the relationships between various indices of job satisfaction, job performance and role ambiguity of forty teacher interns and forty supervising teachers. The study also explored the possibility that job satisfaction, role ambiguity and job performance might vary as a result of selected background variables including sex, size and level of the school. In addition, the study examined job performance perceptions of the respondents to determine the nature and degree of correlation between self-appraisals and supervisor-appraisals.

Data collection was achieved through the triangulation of questionnaire and interview methodologies. Job satisfaction was determined from the Minnesota Satisfaction Questionnaire (MSQ), 1967 long form version, while measures of role ambiguity were derived from a 16-item Role Ambiguity questionnaire developed after the Role Questionnaire of Rizzo, House and Lirtzman (1970). An indication of job performance was determined from composite evaluations by dyads of supervisors and interns who completed a 30-item Job Performance questionnaire.

Statistical tests used for data analysis include Pearson product-moment correlation analysis, t-tests, one-way analysis of variance, stepwise multiple linear regression and Spearman rank order correlation analysis. Analysis of data included comparisons between perceived job satisfaction of the research sample with established MSQ norm group, comparisons of self-appraisals with supervisor-appraisals, and comparisons between the results of this study and those of previous findings.

Five hypotheses which sought to verify the nature of the relationships linking the research variables were generated and tested using appropriate statistical techniques. The first four hypotheses were supported by the findings of this study but no evidence was found in support of the fifth. Other important findings which emerged from data analysis and subsequent discussion of the results were that teacher interns were substantially more

modest in evaluating their performance than supervisors who rated them significantly higher on one of the four job performance factors. In addition, self- and supervisor-appraisals were significantly correlated for both Pearson product-moment and Spearman rank order coefficients. There was no statistically significant difference in job satisfaction attributable to school size and level, and gender of respondents. However, the sample group was substantially less satisfied on all job facets than the MSQ norm group.

ACKNOWLEDGEMENTS

The successful completion of this study was made possible with the participation and generous assistance, directly or indirectly, of many people. To all I wish to extend my heartfelt gratitude. However, special thanks go to the following people:

I am greatly indebted to Dr. D.A. MacKay, my dissertation committee chairman and advisor for his guidance, advice, kindness and accessibility throughout this study.

I also wish to thank members of my dissertation committee, Dr. J.E. Seger, Dr. E.J. Ingram, Dr. J. Oster and Dr. K.L. Ward for their encouragement, constructive comments and continued interest and support concerning the study. However, special thanks go to Dr. K.L. Ward my former dissertation advisor who unavoidably went on leave before completion of this study. Nevertheless, Dr. Ward continued to show interest and support for the study, and to provide invaluable comments concerning the study. Special thanks go to Dr. D. Muttart, the external examiner, for his interest in my work and for insightful comments toward further improvement of this dissertation.

I also wish to thank Mrs Christiane Prokop for her patience, kindness and expertise involving all statistical analyses used in this study.

Finally, and in a very particular way, I wish to thank my wife Vimbisai and son Tichatonga (Jr) for their patience, understanding and support during this period. They were always there for me when I needed them most.

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Chapter I

THE PROBLEM

A. INTRODUCTION

On 22 April 1985 the Education Minister for the province of Alberta, Canada, announced the establishment of the Initiation to Teaching (Internship) Project (ITP). ITP was introduced on an initial two-year experimental basis commencing September 1, 1985 and ending June 30, 1987. According to the ITP Guidelines (1985:1) the main purpose of ITP is "to provide for the continued professional training of graduates of the Faculties of Education in an environment that will facilitate the transition from student to professional teacher," as well as to provide employment opportunities for those graduates who may otherwise be unemployed. As a newly created programme, ITP offered many opportunities for research. The current study is an investigation of the perceptions of teacher interns on three dimensions of their job. The three variables investigated were role ambiguity, job performance and job satisfaction.

Internship in teacher education occupies a unique position in professional education, a position that is often characterized by ambiguity. According to Rinehart and Leight (1981:278), one "source of the ambiguity with which the profession has viewed the graduate intern approach is that graduate intern programs are neither purely pre-service or in-service programs." Another source of ambiguity also alluded to by Boyan (1965) is the distinction between an intern and a student teacher. The difference between a substitute teacher, a beginning teacher or teacher aide and an intern is also unclear for most internship programmes especially during their formative stages. In addition, people in newly created programmes and positions such as the current ITP interns are more likely to experience role ambiguity as a result of lack of clear and explicit role definitions.

The potential sources of ambiguity for teacher interns are therefore considerable. It

is mainly for this reason that teacher interns in cooperating schools are likely to experience role ambiguity as a result of the nature of their newly created positions. This, in turn, may lead to ineffectiveness and dissatisfaction with the job. Accordingly, the effects and possible relationships of role ambiguity to job performance and job satisfaction provided the main focus for this investigation.

B. BACKGROUND TO THE STUDY

Although Locke, (1976) wrote that job satisfaction was one of the most extensively researched subjects in industrial and organisational psychology, Hoy and Miskel (1982) have recently argued to the contrary by asserting that our knowledge of this concept remains very limited. However, Locke et al. (1983) later explained that most of the studies on job satisfaction have been done in non-educational institutions, thereby rendering our knowledge of job satisfaction in educational settings to be severely limited. Bacharach and Mitchell (1983) and Friesen, Holdaway and Rice (1981) have reported that in educational settings research on job satisfaction has been directed at job satisfaction of teachers and not principals. A search of the literature also shows that research on job satisfaction of teacher interns in cooperating schools remains largely unexplored although the concept of teacher internship has a long tradition.

Graham (1975) wrote that the concept of job satisfaction continues to attract much attention largely because it is important for both organisational and individual effectiveness. More recently, Hoy and Miskel (1982:333) reported that "the study of job satisfaction has intensified because of a more general concern for the quality of working life." Research studies (e.g. Gunn, 1984; Herzberg et al., 1959; Holdaway, 1978; Kahn et al., 1964; Landy and Trumbo, 1980; Lawler and Porter, 1967; Locke, 1976; Locke et al., 1983; Siegal and Bowen, 1971; Szillagyi, 1977; and Vroom, 1964) have identified several factors which cause or are related to job satisfaction, among them role ambiguity and job

performance.

The relationship between job satisfaction and role ambiguity has received considerable attention in studies in organisational psychology (e.g. Blase, 1982; Cherniss, 1980; Kahn et al., 1964; Locke et al., 1983; Mossholder et al., 1981; Rizzo, House and Lirtzman, 1970; Smith, 1957; Szilagyi, 1977; Tosi, 1971; and Veninga and Spradley, 1980). Szilagyi (1977) who carried out an extensive review of research literature on role conflict and role ambiguity and how these variables are related to job performance and job satisfaction concluded that research findings had been inconclusive. He wrote that recent studies on role ambiguity had shown that role ambiguity is not consistently negatively related to job satisfaction. To this end, he cites the conflicting findings of Tosi (1971) who found no significant relationship between role ambiguity and job satisfaction, and the findings of Hamner and Tosi (1974) who found a significant negative relationship between role ambiguity and job satisfaction. These results suggest the need for further research in this area.

Role ambiguity has also been found to be related to job performance. Smith (1957:216) reported that "ambiguous role expectations reduce group productivity" and increase hostility and defensiveness. A subsequent study by Cohen (1959) produced similar findings showing that under ambiguous conditions a person experiences increased stress and hostility toward a superior, and a significant decrease in productivity. These findings are further supported by the work of Kahn and colleagues (1964:85) who also found that role ambiguity leads to ineffectiveness, and "to increased emotional tension and to decreased satisfaction with one's job", as well as to a sense of despair and loss of self-confidence.

Subsequent studies by Burke and Belcourt (1974), Cherniss (1980), Farkas (1984) and Schwab and Iwanicki (1982) have also shown that role ambiguity indirectly leads to ineffectiveness due to burnout or stress. However, Tosi (1971:18) produced conflicting evidence showing that "neither role conflict nor role ambiguity were related to

the third role response dimension, effectiveness." Thus, the results of Tosi's study indicate that the relationship between role ambiguity and job performance seems to be as inconsisent as that between role ambiguity and job satisfaction.

The relationship between satisfaction and performance was summarized by Lawler and Porter (1967:21-22) who, after analysing extensive literature reviews by Brayfield and Crockett (1955), Herzberg et al. (1959), and Vroom (1964), reported that "evidence indicates that a low but consistent relationship exists between satisfaction and performance." A related study by Lawler and Porter (1967) did not only establish the existence of a relationship between the two variables, but also reported for the first time that satisfaction was a function of performance and not vice versa. Subsequent studies by Locke (1970) and Siegal and Bowen (1971) provided further evidence confirming the direction of the performance-satisfaction relationship. The relationship between and among role ambiguity, job performance, and job satisfaction, therefore, is an important and interesting area for empirical investigation. This relationship will be explored further in chapter II.

C. THE PURPOSE OF THE STUDY

The main purposes of this study were: (1) to determine whether teacher interns experienced role ambiguity, (2) to determine whether teacher interns experienced job satisfaction, (3) to assess the levels of job performance of teacher interns using the perceptions of both supervising teachers and teacher interns, (4) to explore whether there is a relationship linking role ambiguity, job performance and job satisfaction, and (5) finally, to determine the nature of this relationship.

D. STATEMENT OF THE PROBLEM

The main aim of the study was to seek answers to four major research questions which together would give insight to the above purposes of the study. More specifically answers to the following four research questions were sought:

1. Is there perceived role ambiguity concerning the work of teacher interns?
2. How well do teacher interns do their work?
3. Are teacher interns satisfied with their work?
4. Is there a relationship between and among role ambiguity, job performance, and job satisfaction in this investigation, and what is the nature of this relationship?

E. WORKING HYPOTHESES

In order to fulfill the main purposes of the study and to provide answers to the research questions, the following five hypotheses derived from the literature were generated and tested:

1. Teacher interns who experience a high degree of role ambiguity will be less satisfied with their work than those experiencing low role ambiguity.
2. The relationship between self-appraisals and job satisfaction is stronger than the relationship between supervising teacher-appraisals and job satisfaction.
3. The relationship between self-appraisals and role ambiguity is stronger than the corresponding relationship between supervisor-appraisals and role ambiguity.
4. Teacher interns who have high performance ratings experience greater job satisfaction than those with low performance ratings.
5. Among teacher interns the relationship between role ambiguity (reversed scores) and job satisfaction is stronger than the relationship between self- or supervisor-appraisals and job satisfaction.

F. SIGNIFICANCE OF THE STUDY

A justification for this study lies in its potential contribution to research and the literature. Hoy and Miskel (1982) have said that our understanding of the phenomenon of job satisfaction has generally remained limited in spite of a proliferation of studies in this area, while Locke et al. (1983) have further explained that our knowledge of how the same phenomenon operates in educational settings is even more limited because most studies have been carried out in non-educational institutions. Accordingly, an investigation of job satisfaction, particularly in educational settings, will undoubtedly contribute toward greater understanding of the processes involved.

It has been reported that current efforts in the study of job satisfaction have initially focused on job satisfaction of the practising teacher (Friesen, Holdaway and Rice, 1981) and more recently on educational administrators while the area of job satisfaction for teacher interns, for example, remains largely unexplored, especially the relationship between and among role ambiguity, job performance, job satisfaction and other job-related correlates. It is, therefore, hoped that the present study will contribute to the accumulation of knowledge on job satisfaction as well as provide suggestions for future research on internship in professional teacher education. Research findings on the relationship between role ambiguity and job satisfaction, and job performance and role ambiguity have been inconsistent and at times conflicting so that further research is needed.

Another justification for this study lies in its potential contribution to practice in the field of professional education in general, and teacher internship in particular. An exploration of the relationship between and among job satisfaction, role ambiguity, and job performance may lead to improved job design, better job performance and greater job satisfaction for teachers and increased benefits for schools and their clientele.

G. GLOSSARY OF TERMS USED

Role Two definitions of role used in this study are adopted from Biddle (1979) and Kahn et al. (1964). Kahn et al. (1964:13) described the concept of role as follows:

> Associated with each office is a set of *activities* which are defined as potential behaviors.These activities constitute the *role* to be performed, at least approximately, by a person who occupies that office.

The nature of these activities was then explained by Biddle (1979:58) as:

> only those overt actions or performances that may be observed and that characterize the person observed. Excluded from the definition are nonbehavioral characteristics.

Thus, "role" was used in this study to mean a set of all observable actions or performances expected of the intern's position.

Role Ambiguity. Tosi (1971:9) defines role ambiguity as "the availability and/or perception of information which treats the responsibilities and activities of the focal person's position. It is the level of clarity or accuracy of the focal person's perceptions of his role requirements." Thus teacher interns experience role ambiguity to the extent that they perceive the required role-related information to be insufficient. Tosi's definition is adopted for the purposes of this study.

Job Satisfaction is seen by Locke (1976:1342) as

> the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfilliment of one's important values, providing these values are compatible with one's needs.

This definition was adopted for this study.

Job Facet Satisfaction. Examples of job facets are supervision, pay, relationship with teachers, students and principal, and job security. Job facet satisfaction refers to the levels of contentment experienced by the interns in respect to selected aspects of their job.

Overall Job Satisfaction is used in this study in the sense used by (Scarpello and Campbell,1983:577) to refer to "global rating of overall job satisfaction" of teacher

interns and not the sum of facet satisfaction as suggested by Locke (1969).

Job Performance refers to ratings of job performance of teacher interns with selected facets of their job. In this study ratings were done by both teacher interns and cooperating supervising teachers.

Teacher Intern is used to refer to any graduate of an approved Alberta teacher education programme who is currently employed as an intern under the Alberta Education Initiation to Teaching Project (ITP).

Initiation to Teaching Project (ITP) refers to the current teacher education internship programme being implemented throughout the province of Alberta for an initial trial period beginning September 1985 and ending June 1987.

Cooperating Supervising Teachers refers to a practising certified teacher who is responsible for guidance and supervision of a teacher intern.

Personal Variables apply to teacher interns, and was used to refer to attributes such as age, subject(s) taught, sex, grade level taught.

Situational Variables are characteristics of the school setting and include size of school and level taught e.g. elementary, junior and senior high schools.

Bakground Variables refer to both personal and situational variables.

H. DELIMITATIONS, ASSUMPTIONS AND LIMITATIONS

Delimitations.

1. This study was restricted to an examination of the relationships between and among role ambiguity, job performance and satisfaction. To this end, no attempt was made to expand the scope of the investigation to include other role-related variables. However, the study examined the extent of interns' satisfaction with selected job facets (e.g supervision, pay, job security, etc.)
2. The study was designed to gather data from the teacher interns as the focal persons,

and cooperating supervising teachers as counter position persons. Therefore, the perceptions of principals, students, other teachers, parents and central office personnel were excluded.

3. The study was also restricted to a stratified, randomly selected sample of teacher interns covering the K-12 classes from Edmonton Public School District.
4. Finally, the study did not compare role ambiguity, job performance, and job satisfaction of teacher interns with beginning teachers, or with student teachers.

Assumptions.

1. That the instruments for measuring job satisfaction, role ambiguity, and role performance were valid and reliable tools for measuring these variables.
2. That the respondents were aware of their job perceptions and experiences, and that responses to the questionnaires were honest and accurate.
3. That the respondents understood and correctly interpreted the questionnaire items in the same way as intended by the researcher.
4. That the questionnaires were completed by the teacher interns and not by people not intended by the researcher.
5. Teacher interns who participated in this study were representative of the population from which the sample was drawn.

Limitations.

1. The study was limited, in part, by the assumptions and delimitations outlined above to the extent to which:

   (a). the instruments were able to measure all the aspects of the variables under investigation. On job satisfaction, for example, Scarpello and Campbell (1983:581) warned that attempts to measure overall job satisfaction are difficult to accomplish because "an individual's global judgement of overall job

satisfaction may include considerations of variables that are typically not measured by job satisfaction instruments." This suggests that supplementary data from interviews would be helpful in overcoming the limitations of using questionnaires.

(b). the respondents were honest in their responses and understood the questionnaire items,

(c). generalizability of the findings was limited to the population covered in the study, and any attempt to generalize outside the target population was done very cautiously.

2. The study was limited to the extent that it was not longitudinal. To this end, responses may not reflect conditions obtaining at other times of the school year. For example, it is logical to expect that role ambiguity may be higher at the beginning of the year than toward the end of the year, and this in turn may affect both job performance and job satisfaction.

3. The study was also limited in that perceptions of students, teachers and principals were not considered although these counter positions interact with, and influence the experiences of interns.

K. ORGANISATION OF DISSERTATION

In this chapter the following aspects of the study were presented: (1) an introduction to the study, (2) background to the research problem, (3) the purpose of the study, (4) the statement of the research problem, (5) hypotheses, (6) the significance of the study, (7) a glossary of the terms used, (8) delimitations, (9) assumptions, and (10) limitations of the study.

Chapter II explores literature and research findings relevant to the study. The chapter is organised into five major sections dealing with (a) job satisfaction, (b) role

ambiguity, (c) job performance, (d) a conceptual framework, and (e) a summary.

Research design and methodology are presented and discussed in chapter III. The chapter is organised into four sections on research design, methodology, instrumentation, plus a summary. The section on research design includes a description of the nature of the study, a delineation of the research problems, and sample selection procedures. The two major topics examined under research methodology are data collection procedures and data analysis techniques. The third section examines the development and selection of research instruments.

Chapter 4 provides a profile of respondents, while chapters 5, 6 and 7 present data analyses on the three research variables. Chapter 8, on the other hand, provides data analysis on the relationships between and among the research variables. Finally, chapter 9 summarizes the findings of the study and further provides conclusions as well as examine the implications of these findings.

Chapter II

REVIEW OF THE LITERATURE

This chapter explores literature and research findings related to the study, and presents the conceptual framework that guided the investigation and subsequent analyses of the research findings. The chapter is divided into five major sections dealing with (1) job satisfaction, (2) role ambiguity, (3) job performance, (4) synthesis of the relationships between the research variables, and (5) a summary.

A. JOB SATISFACTION

Definition of Job Satisfaction

Although the concept of job satisfaction appears well researched and documented, Carroll (1973:1) wrote that attempts to provide an acceptable definition of this nebulous psychological concept have been rather discouraging because "each researcher works on a limited aspect of the field and defines his variables in terms of the concepts with which he can work most easily." To this end, the literature is replete with different conceptual definitions of job satisfaction that have been developed and used in various research studies. Wanous and Lawler (1972:95) who sampled and tested nine definitions of job satisfaction reported that all definitions had failed to produce "empirically comparable measures of satisfaction."

In an apparent bid to bring some order to a proliferation of definitions in the literature, Holdaway (1978) suggested a typology of definitions of job satisfaction. He proposed that all definitions of job satisfaction should be classified as either *behavioural* or *affective*. According to this classification, behavioural definitions include all those definitions in which overt action is expressed by the worker in response to the work

situation, whereas affective definitions are more insightful and include psychological concepts denoting a state of satisfaction or gratification. Only affective definitions are considered below because they are consistent with the preferred definition of job satisfaction used in this study.

A typical example of an affective definition was provided by Locke (1976:1342) who defines job satisfaction as "the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values." This definition is associated with the interactionist or value-percept model of job satisfaction, a model that underlies this study. Other examples of affective definitions that are also associated with the interactionist model include those by Porter, Lawler and Hackman (1975), Smith, Kendall and Hulin (1969), and Vroom (1964).

Most definitions of job satisfaction reflect theories or models of job satisfaction from which they are derived. There are perhaps as many, if not more, definitions of job satisfaction as there are theories. A few of these theories will be considered in the next sections.

Theories of Job Satisfation

According to Dunn and Stephens (1972) no omnibus theory of job satisfaction has been developed yet. This section, therefore, considers several theories of job satisfaction using Locke's (1969) classification system. The system allows the theories to be classified into three major frameworks; namely *subjective*, *intrinsic* and *interactionist* frameworks.

Subjective Theories

Subjective theories see the determinants of job satisfaction as residing in the worker's mind. These theories/models equate job satisfaction with needs fulfillment. Examples of theories belonging to this category include Schaffer's theory of need fulfillment, Maslow's need hierarchy theory, Porter's two-step hierarchy and Alderfer's

(1969,1972) ERG theory.

1. Schaffer's Theory. Schaffer's (1953) need satisfaction theory emphasizes the importance of variables residing in the worker, and sees them as paramount in determining worker satisfaction and dissatisfaction. These variables represent twelve basic human needs which have the same characteristics as Maslow's and Alderfer's five and three need categories, respectively. Schaffer's (1953:3) theory posits that

> Overall job satisfaction will vary directly with the extent to which those needs of the individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfillment.

In his study, Schaffer established that the twelve needs were not equally important in predicting job satisfaction but only the first two or three most individually valued needs were key to predicting job satisfaction. Overall job satisfaction results from a fulfillment of these key needs and dissatisfaction is experienced when these are not met. To this end, overall job satisfaction can be predicted from the measure of the degree to which each person's most important needs are satisfied in the job situation.

2. Maslow's Need-Fulfillment Theory. The need hierarchy theory proposed by Maslow (1954) along with its derivative models provides classical examples of subjective theories of job satisfaction. Maslow's theory states that a person's needs develop in a hierarchical sequence from lower order needs to higher order needs, and that people seek the fulfillment of higher order needs only after lower order needs have been met.

This theory has been criticized on several grounds. For example, Landy and Trumbo (1980) noted that research studies that have produced evidence confirming Maslow's theory have largely been cross-sectional in nature, and that evidence from longitudinal studies tend to contradict the theory. They also wrote that they had found evidence indicating a correlation between needs fulfilment and organisational level. According to Landy and Trumbo (1980:337),

> higher levels of the organization appeared to provide greater opportunity for the satisfaction of higher order needs while lower levels in the organization provided the opportunity for the satisfaction of only more basic needs.

Locke et al. (1983), citing the work of Miner, reported that there was very little empirical evidence supporting the concept of a fixed hierarchy of needs. Some writers have criticized Maslow's theory for its conceptual and operational limitations. For example, Wabba and Biddwell cited by Landy and Trumbo (1980:339) have reported that the most problematic aspect of Maslow's theory was that dealing with the concept of need itself:

> It is not clear what is meant by the concept of need. Does need have a psychological and/or physiological base? Does a need come to existence because of deficiency only or does need always exist even if it is gratified? How can we identify, isolate and measure different needs?

But Locke (1976) who had earlier attempted to answer some of these queries claims that needs have both psychological and physiological bases; in addition, Locke (1976) contends that needs are essential for survival. According to Locke (1976:1303), needs are the "objective requirements of an organism's survival and well-being", and they exist independent of human cognition and also in spite of their gratification.

Maslow's five-tier need hierarchy has also been challenged by other theorists who have offered counter models. For example, Porter et al. (1975:43) proposed a "two-tier need hierarchy with existence and security needs occupying the lower level, and all the other higher order needs at the next level." Locke (1976) on the other hand, suggested another two-tier hierarchy model made up of physical and pyschological needs, while Alderfer (1969, 1972) proposed a three-tier need hierarchy known as the ERG (Existence, Relatedness and Growth needs) theory. Such criticisms and counter propositions have persuaded some researchers to conclude that Maslow's theory is redundant. For example, Landy and Trumbo (1980:339) have asserted that "Maslow's theory is of more historical than functional value," and that it is therefore necessary to redefine Maslow's need hierarchy as well as the components of the model before research can come up with supportive data.

Intrinsic Theories

The intrinsic view sees the determinants of job satisfaction as inherent in the work. Herzberg's (1959) two factor theory is a classical example of intrinsic theories.

Herzberg's Two-Factor Theory states that the determinants of job satisfaction are different from the determinants of job dissatisfaction. Herzberg says that the determinants of job satisfaction (called motivators) are basically intrinsic while those of dissatisfaction (called hygienes) are extrinsic. Examples of motivators include recognition, the nature of the work done, achievement, responsibility and advancement while hygienes include extrinsic factors such as salary, supervision, company policy and administration, interpersonal relations with co-workers, and working conditions.

Although the two-factor theory has been extremely popular in job satisfaction studies, a large body of research studies (e.g. Carroll, 1973; King, 1976; Locke et al., 1983; and Porter et al., 1975) accumulated over the years has produced inconsistent and at times conflicting findings which have generated a lot of criticism of the two-factor theory. The criticisms have ranged from those dealing with methodological issues and classification criteria (Carroll,1973), to those directed at the lack of explicit and coherent statement of the theory itself (King,1976). For example, Locke et al. (1983:344) observed that "research using better methodologies has found that both motivators and hygienes cause both satisfaction and dissatisfaction," and that "motivators and hygienes are not even independent," while Porter et al. (1975:300) concluded that Herzberg's theory

> has not yet been elaborated to specify the way in which characteristics of workers interact with the presence or absence of motivators in affecting worker performance and satisfaction -- or even if such an interaction is to be expected.

Interactionist Theories

Theories in the interactionist framework view job satisfaction as a product of a complex interactive process between the worker and the job environment. Locke

(1969:321) who is widely regarded as the developer of the interactionist view wrote that Vroom's (1964) instrumentality-valence theory offers "one of the most consistent interactionist models to date." Other examples of interactionist theories include the discrepancy theory, equity theory and Lawler's model of facet satisfaction.

1. Vroom's Instrumentality-Valence Theory. Vroom's (1964) theory seeks to predict how people choose among alternative courses of action or effort levels for any given task. Vroom's theory says that such a choice will be dependent on the valence or affective orientations toward possible outcomes of alternative courses of action. The valence of an outcome is conceptually synonymous with job satisfaction and can either be positive, neutral or negative. According to Vroom (1964:15),

> an outcome is positively valent when the person prefers attaining it (i.e,he prefers X to not X). An outcome has a valence of zero when the person is indifferent to attaining or not attaining it (i.e., he is indifferent to X or not X), and it is negatively valent when he prefers not attaining it to attaining it (i.e, he prefers not X to X).

Vroom (1964:15), further explains that the valence of an outcome is not based on its intrinsic properties, "but on the anticipated satisfaction or dissatisfaction associated with other outcomes to which they are expected to lead," and also on the probability of occurance (expectancies) of these outcomes. Thus a person will be satisfied in doing a job if it is perceived as instrumental in achieving desired rewards. To this end, a person's performance level will be determined by the extent to which that person perceives such performance as facilitating or resulting in the attainment of personal goals so that if, for example, a person sees no link between performance effort and personal goals, that person will not be motivated to increase performance levels.

Locke (1969) has however criticized Vroom's model for a number of inadequacies. First, he strongly objects to the double usage of valence to mean both anticipated and actual outcomes. According to Locke (1969:322),

> *Both* usages of the term valence indicate that it refers to the *result* of an appraisal of some (anticipated or attained) object or situation. Vroom takes the individual's valence or liking for an object as the *starting* point of his

> explanatory scheme; a given valence is then explained in terms of other valences.
>
> Vroom's model, in short, is not primarily intended to *explain* satisfaction at all (except in terms of other satisfactions). Rather its purpose is to account for choices and overt actions which stem from one's satisfactions and anticipated satisfactions.

A second criticism of Vroom's model is that it fails to explain where the first satisfaction or valence came from. Finally, the model also overlooks the distinction between the *degree* to which a person values a particular outcome or object and the *amount* or quantity desired. However, Holdaway (1978:10) feels that Vroom's model is

> the only one in the literature which links increased job satisfaction directly to one of its concomitants, namely, increased worker performance, originally proposed by Mayo (1933).

2. **Locke's Value Theory**. Locke's (1969) value-percept theory (V) states that "the causes of job satisfaction are not in the job nor solely in man but lie in the relationship between them." The theory further states that the prediction of job satisfaction requires an interactive approach.

The value theory distinguishes between values and needs. According to this theory, needs are not only innate, but they also exist independent of human cognition whereas values are subjective and also reside in our consciousness where they guide us to make choices. According to Locke et al. (1983), values are what most immediately govern a person's choices, actions and emotions. Values have two attributes, content and intensity.

The value-percept theory also stipulates that job satisfaction is a function of both the discrepancy between perception and value, and the importance of the value to the individual. Locke (1969:329) has accordingly suggested that "the same degree of discrepancy between perception and value could result in differing degrees of satisfaction depending on the importance of the value to the individual."

Locke's theory is basically an inductive theory which can be used to explain and predict job satisfaction. The process of making a choice using some value system indicates that a person evaluates a situation before making a choice. According to Locke (1969:319),

the ability to evaluate a situation depends on the strength of "perceived relationship between what he perceives and what he values." The three major elements of the evaluation process identified by Locke (1969) are:

1. a person's perception of some aspect of the job e.g. teaching load. Perception involves both awareness of existents and cognitive judgements,
2. the presence in the individual of an implicit or explicit value standard from which a cognitive judgement of the status quo can be made, and
3. the evaluation (conscious or unconscious) of the relationship between one's perceptions and values.

Locke's model contains some positive features which help explain and predict job satisfaction among teacher interns. According to the model, satisfaction results if there is no discrepancy between perception and values. The model also states that important job values have more weight and contribute more to overall job satisfaction. However, the theory simplifies the measurement of value importance by arguing that value importance is included in and reflected by satisfaction ratings and should not be measured separately. Perhaps the most important contribution of Locke's (1969) theory is its interactionist explanation of the causes of job satisfaction and the suggested method for predicting job satisfaction.

Measurement of Job Satisfaction

The proliferation of definitions on job satisfaction may inevitably result in this concept being measured in a number of different ways that have the potential of producing conflicting findings. Accordingly, the design of instruments for measuring job satisfaction is naturally bound to be influenced by the nature of the definition used by the researcher. However, Landy and Trumbo (1980), claim that most of the instruments used for measuring job satisfaction are essentially attitude scales. Job satisfaction scales are basically self-descriptive inventories which measure feelings or beliefs of respondents

toward their job situation.

The most frequently cited problem with the use of job satisfaction instruments is that of interpretation. According to Landy and Trumbo (1980), the main reason why interpretation is a major concern when developing job satisfaction instruments is because it is not clear whether and when the respondents' feelings or beliefs are called for, and also because feelings about a given job aspect are often very different from beliefs about the same aspect of the job. In addition, Locke, (1976) says that not all individuals can interpret a given item in the same way. Further concern comes from the fact that assumptions underlying self-description inventories are not generally valid and most people have limited capacity and willingness to introspect and discover their feelings.

Landy and Trumbo (1980) have expressed serious concern over the absence of a common instrument for measuring satisfaction. They doubt whether the methods used are measuring the same thing or not. Some writers have therefore proposed some guidelines to help researchers make decisions about the suitability of a given instrument. For example, Robinson, Athanasion and Head (1973) have suggested that the decision should depend on what the researcher hopes to accomplish:

> If the examination of total scores is as far as the researcher wishes to pursue analysis of his data, he might be better advised to use the single item index instead of wasting respondents' time and his own effort to compile scores on a lengthier instrument. If, on the other hand, he wishes to examine various facets of job satisfaction, he should use a longer instrument.

Scarpello and Campbell (1983) also concur that the decision on what instrument to use should depend on how the data will be used. They (1980:578) suggest, for example, that

> policy makers may focus on an overall measure because they may be interested in the overall level of satisfaction in certain segments of the labor force or in change in overall satisfaction over time... On the other hand, a facet measure may be called for when an organization is interested in improving the job satisfaction of its imployees or in trying to explain why individuals are leaving the organization.

Other considerations to be addressed when choosing a job satisfaction instrument

as suggested by both Robinson et al. (1973) and Scarpello and Campbell (1980) include sampling of content, time required to complete the instrument, instrument format (including item wording and simplicity), operational model used, validity, reliability, and research activity/support. Thus, on the basis of these criteria, the researcher found the long form Minnesota Satisfaction Questionnaire (MSQ) a preferred instrument for use in this study.

Selected Factors Affecting Job Satisfaction

Most studies on job satisfaction have investigated the relationship between job satisfaction and several personal and organisational factors. However, Bacharach and Mitchell, (1983:102) claim that recent studies have focused more on understanding organisational variables than personal factors because most researchers now consider that "organizational factors are as or more important empirically than are personality variables in determining job satisfaction." In addition, organisational variables are easier for management to manipulate than are personality variables such as sex and age.

Personal Variables and Job Satisfaction

Demographic or personal characteristics that are commonly investigated include sex, age, marital status, number of children or dependents and educational level. For example, Carroll (1973:9) cites several studies which reported that "married workers were more satisfied with their jobs than single people, and that workers with two or more children were significantly more satisfied than those with fewer children." Wild and Dawson (1976), on the other hand, found that pay and supervision were a better predictor of satisfaction for married workers than for singles. However, two more recent studies found no significant relationship between these variables. Rice (1978:164) reported "no significant difference on overall job satisfaction between groups for marital status," while Hodgins (1985) found no significant relationship between number of dependent children

and job satisfaction of U.S. female superintendents.

The male-female differential response to job satisfaction has also produced inconclusive and conflicting results. For example, Rachman and Kemp cited by Carroll (1973) concur with Holdaway (1978) that female workers are generally more satisfied than their male counterparts. Their findings were later confirmed by Wiggins et al. (1983) who reported that female teachers were more satisfied than males. However, Hulin and Smith (1976) found that female workers were less satisfied than male workers, and Deaux (1974) and Rice (1978) found no significant difference between males and females. More recently, Hill (1983:3) reported that there was no significant difference between academic women and men "in overall satisfaction with work or in facet-specific dimensions of job satisfaction." Accordingly, these findings show that it is difficult to generalize research findings on the role of sex on worker satisfaction.

A similar conclusion can be made concerning the relationship between age and overall job satisfaction. For example, Rice (1978) reported that younger principals were less satisfied than older ones. His findings were later confirmed by Hill (1983) who observed a higher incidence of dissatisfaction among younger faculty than older ones. Saleh and Otis (1976) also reported that job satisfaction increases with age until retirement, as did Locke et al. (1983:346) who reported that "job satisfaction increases linearly or curvilinearly with age and/or tenure." Wiggins et al. (1983:116), on the other hand, found "no significant correlation between age and the variable of job satisfaction."

Organisational Variables and Job Satisfaction

Locke (1976) has categorized organisation-bound factors into two classes: (1) events and conditions, and (2) agents. Variables that he classifies as events and conditions include work, pay, organisational structure/bureaucratization, and promotion, while agents-related variables include the self, supervisors, co-workers, and organisational policies.

Work. Several research findings concur that the nature of the work done is an important factor in job satisfaction. For example, Walsh et al. (1983) cite autonomy, variety, task identity, task significance, and feedback as job characteristics commonly found in the literature and considered important predictors of job satisfaction. In a more recent study on job satisfaction of beginning teachers Pigge and Lovett (1985) reported that feedback, status and evaluation of career choice were important predictors of job satisfaction. A more detailed list of work attributes associated with job satisfaction compiled by Locke (1976:1319) includes

> opportunity to use one's valued skills and abilities; opportunity for new learning; creativity; variety; difficulty; amount of work; responsibility; non-arbitrary pressure for performance; control over work methods and work pressure (autonomy); job enrichment (which involves increasing responsibility and control); and complexity.

Meanwhile, Bacharach and Mitchell (1983), Dessler (1976) and Holdaway (1978) reported that the amount of work (workload) assigned to a worker was an important factor in job satisfaction. They found that workers generally experience increased dissatisfaction with increase in workload. Accordingly, one expects that teachers who perceive their workload as excessive will experience job dissatisfaction.

Pay. Vroom (1964:151) used the discrepancy model to explain how job satisfaction derived from pay is "dependent not on the absolute amount of these wages, but on the relationship between that amount and some standard of comparison used by the individual." Accordingly, satisfaction results when existing pay matches desired pay, and dissatisfaction increases as the two scales deviate from each other. Lawler and Porter (1967) also suggested that equitable rewards were an important predictor of job satisfaction. Studies by Holdaway (1978) and Rice (1978) also found salary to be related to job satisfaction among teachers in Alberta.

Work Conditions. Locke (1976) lists ventilation, lighting, noise level, location of workplace, and adequate tools and equipment as among those working conditions which contribute to job satisfaction. An earlier study by Wickstrom (1973) had also found

that unfavourable work conditions had negative effects on teacher satisfaction levels. A recent study by Pigge and Lovett (1985) also found physical environment of beginning teachers to be a strong predictor of job satisfaction

Social Relations. These involve interpersonal relations between the worker and others in the organisation. Social relations for teachers are seen as including relations with other teachers, students, principal, parents and community, and supervisors and central office. Holdaway (1978) found that relationships with administrators, teachers and students were among factors which contributed most to overall job satisfaction, while the attitudes of parents and society contributed to dissatisfaction. Sergiovanni (1967) and Wickstrom (1973) had earlier found supervision and interpersonal relations to be significantly correlated to job satisfaction among teachers. Bacharach and Mitchell (1983:117) later reported that "the more negative the supervisor's behavior and attitudes, the greater the level of dissatisfaction." Similar results were reported by Pigge and Lovett (1985) who found that positive feedback from the principal was one of the strongest predictors of job satisfaction among beginning teachers. Pigge and Lovett (1985) also reported, on the contrary, that work relations with colleagues was one of the factors which contributed least to job satisfaction.

Job Level, Status and Prestige. Carroll (1973) says that research has shown consistently that the level of a worker's job in an organisation or the status of one's occupation is strongly related to job satisfaction. However, Vroom (1964) advises that job level is a multivariate job dimension that should be investigated by examining separately the contribution to job satisfaction of these job level variables. He (1964:130) illustrates the multivariate nature of job level by saying that

> Jobs which are high in level, either in a single organization or in society as a whole, are generally more highly paid, less repetitive, provide more freedom, and require less physical effort than other jobs low in level.

Bride (1973) found that senior high school principals in Alberta had the most prestigious positions and that the importance of other school principals in the school

system decreased in direct proportion to the school level administered. Undoubtedly, principals occupy the most prestigious positions in schools and prestige declines with job level so that those occupying positions closest to the students have least status and prestige. In schools, teacher interns occupy job levels closest to students.

The Self. Locke (1976) who considers the concept of self to be a crucial factor in determining job satisfaction claims that the concept of self has received very little attention in research on job satisfaction. Meyer (1980) also agrees with Porter that high self-esteem is associated with positive personal attributes. Locke (1976:1323) says that, for example,

> high self-esteem persons as compared to low self-esteem persons would: (1) be more likely to value challenging tasks; (2) find the pleasures resulting from achieving to be more intense and enduring; (3) be more likely to want promotions for reasons of justice and the desire for more responsibility and less likely to want them for status reasons; (4) be less likely to value prestige, approval, and verbal recognition as sources of self-assurance (e.g. see Greenbaum, 1971); (5) be less emotionally affected by criticism; (6) experience fewer conflicts and feelings of anxiety on the job; (7) be less defensive and employ fewer defense mechanisms.

B. ROLE AMBIGUITY

Role ambiguity results from unclear and/or insufficient information about a focal position, and is generally believed by (Lundy and Trumbo,1980:511) to be "concerned with the degree to which an individual actually understands what is required on the job." Role ambiguity therefore occurs as a result of the discrepancy between job-related information available to a worker and the ideal information required to help the worker adequately perform his/her role. Parker (1983:6) concurs that work-related information is the chief cause of role ambiguity: "role ambiguity is associated with a lack of clarity regarding a worker's rights, responsibilities, methods, goals, status or accountability." According to Pinto (1981:362),

> role ambiguity exists when individuals have inadequate information about their work roles, when there is lack of clarity about the work objectives associated with the role, about colleagues's expectations of the work role,

and about the scope and responsibilities of the job.

The literature distinguishes between objective and subjective role ambiguity. According to Lyons (1971:100) objective role ambiguity is "the presence or absence of adequate role-relevant information due either to restriction of this information or to variations of the quality of information," and subjective role ambiguity is the "*subjective* feeling of having as much or not as much role-relevant information as the person would like to have." Thus objective role ambiguity refers to the existing state of the environment and subjective role ambiguity to the worker's perception of objective role ambiguity. According to Kahn et al. (1964:22), subjective role ambiguity is made up of the "psychological processes in the person which may be affected by the environmental state."

It is implicitly clear that although both objective and subjective role ambiguity are measures of role clarity, the two concepts are not necessarily identical since objective ambiguity exists independent of the worker's perceptions, while the other is contingent upon a worker's perceptions, that is, his/her reading of the work situation. Subjective ambiguity, therefore, is fundamentally more important to administration because the worker's behaviour and attitudes toward the work situation are largely determined by his/her perceptions of the situation more than by the objective state of the work environment. It is, therefore, not surprising that the present study investigates the relationship between subjective role ambiguity and selected job correlates.

Sources of Role Ambiguity

Kahn et al. (1964) identified three major sources of role ambiguity as organisational complexity, rate of organisational change and managerial philosophy about communication. They claim that role ambiguity occurs in complex organisations because the size and complexity of these organisations exceed the individual's understanding. However, Porter, Lawler and Hackman (1975) explained that unless intraorganisational work units are equally large and complex, size and complexity alone are not sufficient

sources of role ambiguity. With regard to the second source of role ambiguity, Kahn et al. (1964) suggested that rapid organisational change contributes to ambiguity because it leads to (a) rapid increase in organisational size and concomitant reorganisation, (b) changes in technology, and finally, (c) frequent personnel changes.

Kahn et al. (1964:77) also wrote that "role ambiguity is often the unintended consequence of factors that are largely beyond the control of organizational members," factors that can only be redeemed by means of changes in managerial policy. A typical example is the amount and flow of information throughout the organisation because in the final analysis, the volume and flow of information in organisations depends on the attitudes and philosophy of supervisors and managers.

Kahn et al. (1964:380), identified four major information-related concerns that contribute most significantly to role ambiguity among workers as

> uncertainty about the way in which one's supervisor evaluates one's work, about opportunity for advancement, about scope of responsibility, and about the expectations of others regarding one's performance.

Similar concerns were also voiced by Rizzo et al. (1970:155) who reported that role ambiguity caused by nonexistent or inadequate information flow in organisations was generally a result of a worker's inability to safely predict the consequences or responses of others to one's behaviour, and also uncertainity about one's

> duties, authority, allocation of time and relationships with others, the clarity of existence of guides, directions, policies, and the ability to predict sanctions as outcomes of behavior.

It appears conclusive from the above findings that uncertainty about a situation due to insufficient information contributes to role ambiguity which, in turn, can create tension, anxiety, fear, anger, and hostility. To this end, Kahn et al. (1964:380) have concluded that "the individual consequences of role ambiguity" ... [include] "low job satisfation, low self-confidence, a high sense of futility, and a high score on the tension index." It is also logical to expect that in any organisation a newly created position such as that of the teacher intern is more likely to experience role ambiguity than a pre-existing or older position.

Relationship Between Role Ambiguity and Selected Variables

The concept of role ambiguity has been studied fairly extensively, often in conjunction with role conflict. However, research literature also shows that role ambiguity has been investigated in relation to job satisfaction, job performance, and other intervening variables. In the following sections the relationship between role ambiguity and some of these variables will be discussed. Part one outlines research findings on the relationship between role ambiguity and job satisfaction, while part two looks at similar findings on the relationship between role ambiguity and job performance.

Relationship Between Role Ambiguity and Job Satisfaction

Kahn et al. (1964:85) reported that "ambiguity leads to increased emotional tension and to decreased satisfaction with one's job." Subsequent studies by Beehr (1976), Greene (1972), Greene and Organ (1973), and Keller (1975) also demonstrated that role ambiguity was inversely related to job satisfaction. In addition, studies by House and Rizzo (1972), Miles (1976) and Rizzo et al. (1970) also reported that role ambiguity was positively related to job dissatisfaction, while Mclean's (1979:82) investigation found that people "who suffer from role ambiguity have been found to experience low job satisfaction."

Research findings on the relationship between role ambiguity and job satisfaction have not always been supportive or conclusive. For example, Hamner and Tosi (1974) and Tosi (1971) found no significant relationship between the two variables as demonstrated by other studies. Their results were later confirmed by Szilagyi (1977:376) who concluded that "role ambiguity and role conflict are not always negatively related to job satisfaction."

The above conflicting findings on the nature of the relationship between role ambiguity and job satisfaction have led some researchers to suggest that there are intervening variables moderating this relationship. Subsequent studies have confirmed the

existence of intervening variables including organisational, situational and personal characteristics. For example, Hamner and Tosi (1974) and later Szilagyi (1977) found that organisational level moderates the relationship between role ambiguity and job satisfaction.

Drory (1981), Hamner and Tosi (1974), Schuler (1977) and Szilagyi (1977) have all suggested that the level of organisational responsibility may be a strong moderator of role ambiguity. Schuler (1977) also found the degree of participation in decision making to be a strong moderator of perceived role ambiguity, while Oliver and Brief (1977-78) reported significant relationship between role ambiguity and lower levels of job control. The higher the level of responsibility, the greater the individual's access to information which thereby moderates the relationship between role ambiguity and job satisfaction. However, Bedeiam, Armenakin and Curran (1981) reported no significant moderator effects for organisational level on the relationships among role ambiguity, job dissatisfaction and tension among male and female nursing personnel. But a study by Szilagyi (1977) also conducted in a medical setting produced similar results. Szilagyi (1977:384) reported that role ambiguity "was more commonplace at the higher organizational levels" and was also strongly related to job dissatisfaction than at the lower levels.

House and Rizzo (1972), on the other hand reported that the use of formal organisational practices and task-oriented leadership had an inverse relationship with role ambiguity, while Fiedler and Gitelson (1983) and French and Caplan (1970) also reported an inverse relationship between role ambiguity and opportunities for advancement. Keller (1975) found a measurable but not significant relationship between role ambiguity and pay. Finally, role ambiguity has also been reported to be associated with reduced satisfaction with co-workers (Fiedler and Gitelson, 1983 and Keller, 1975), reduced satisfaction with supervisors (Drory, 1981), and reduced supervisory support (Randolph and Posner, 1981).

Situational characteristics, such as autonomy, were also found to be strong

meditiating factors in the relationship between role ambiguity and job satisfaction so that people in roles with autonomy were found to experience little or no role ambiguity (Beehr, 1976). Beehr (1976:38) also reported evidence indicating "that people with supportive supervisors might not feel some role strains even if their roles are ambiguous," and that "group cohesiveness moderates the relationship between role ambiguity and job dissatisfaction." Greene and Organ (1973) found that compliance was an intervening variable between role accuracy (an obverse of role ambiguity) and job satisfaction and job performance.

Other studies have reported on personality characteristics which mediate the relationship between role ambiguity and job satisfaction. In a study on role clarity among nurses, Lyons (1971:108) reported that

> the correlations of role clarity to voluntary turnover, propensity to leave, and work satisfaction were nonsignificant for low need-for-clarity nurses and significantly higher (and statistically significant) for high need-for-clarity nurses.

Comadena (1984) found evidence suggesting that a person's ambiguity tolerance level is related to individual performance of ambiguous tasks such as brainstorming. This finding supports the results of an earlier study by MacDonald (1970) which showed that persons with high ambiguity tolerance levels outperformed individuals of low ambiguity tolerance levels on an anagram test.

Relationship Between Role Ambiguity and Job Performance

Most studies on stress and worker burnout have produced conclusive evidence linking role ambiguity to both high levels of stress and lower levels of performance (e.g. Blase, 1982; Chernis, 1980 and Kahn et al. 1964). Smith (1957), for example, reported that ambiguous roles lead to reduced group productivity and increased defensiveness while Torrance (1954) concluded that unclear group structure and ambiguous situations were negatively related to group productivity. Findings by Cohen (1959), Comadema (1984),

House and Rizzo (1972), Kahn et al. (1964), Miles (1976a, 1976b) and later Rizzo et al. (1970) also concur that role ambiguity is negatively related to job performance.

A study by Brief and Aldag (1976) found an inverse relationship between role ambiguity and performance ratings of employees. Brief and Aldag (1976) and Oliver and Aldag (1977-78) also reported similar findings on the relationship between role ambiguity and performance feedback. A positive relationship between high levels of role ambiguity among employees and little effort exerted on the job was reported in a study by Beehr, Walsh and Taber (1976). Meanwhile Tosi and Tosi (1970) observed a similar relationship between role ambiguity and reduced levels of employee participation, while Beehr, Walsh and Taber (1976) further found that role ambiguity was also related to reduced levels of involvement, increased nonparticipation, and reduced job involvement.

C. JOB PERFORMANCE

In this section the concept of job performance is explored and its definition discussed. Secondly, the methods used when measuring job performance are reviewed. Thirdly, the notion of subjective-self and subjective-supervisor rating systems is examined. Finally, the relationship between job performance and job satisfaction is explored.

Definition of Performance

Goodman and Fichman (1983) see performance as a socially specified output or product which can be measured using the individual, group, department, organisation or a country as the unit of analysis. However, Porter and Lawler (1968:25) defined job performance more explicitly as

> how much successful role achievement (behavior) is accomplished. It is a variable industrial psychologists are talking about when they use the term "productivity" ... performance is the end result of the application of effort.

It is implicit from both definitions that all performance measurements can be quantified.

The Measurement of Job Performance

Landy and Farr (1983) explain that performance measurement is a special case of psychological measurement because it involves quantitative descriptions of selected behaviours, and that it is also predicated on interindividual differences. They (1983:7) defined work performance measurement as

> the methods or procedures that provide quantitative indexes of the extent to which employees demonstrate certain work behaviors and of the results of those behaviors.

Landy and Zedeck (1983) identified the three major purposes for measuring job performance as administrative, counselling, and research. The administrative uses of performance measurements include the evaluation of several personnel-systems and processes such as rewards allocation, recruitment and selection procedures and training programmes. In counselling, performance measurement provides feedback information to employees about their potentials, rate of growth and competencies. Furthermore, the feedback information also represents, according to Landy and Farr (1983:276), "the potential for social approval and improved self-esteem, and serves as a distant signal of forthcoming rewards and punishment." Research uses of performance information are well documented and include training evaluation, cost-benefit analysis and correlational studies dealing with criterion-related validity. The present study is essentially a correlational study on criterion-related validity since it seeks to find and predict the extent to which performance ratings are related to job satisfaction and role ambiguity.

Types of Measures of Performance

Porter and Lawler (1968) suggested that there are three main systems of evaluating performance evaluation; namely, objective measurement, subjective-self and subjective-supervisor rating systems. They claim that the last two rating systems are most

commonly used by organisations. Accordingly, these two will be briefly considered here since they are the chief modes used in this study to gather data on teacher interns' performance.

Subjective-Supervisor performance appraisals are done by persons other than the focal person. They may be done by the superiors, peers or subordinates, and may be formal or informal, global or focus on specific aspects of the job. This method of evaluation is not uncommon in educational settings where, for instance, principals evaluate teachers in schools, and students evaluate professors at university level. Porter and Lawler (1968:27) have defended this method arguing that just because subjective-supervisor evaluations are subjective "does not necessarily mean that they are inferior to objective measures of performance" because "objective measures *may* be of aspects of performance that are not very crucial to the organization," whereas subjective-supervisor measures "*may* take into account less tangible aspects of performance that are quite important to the success of the organization."

Subjective-Self According to Porter and Lawler (1968:27), subjective-self ratings

> are compatible with, in fact a major part of, current trends in performance appraisal whereby the subordinate is encouraged to take an active role in setting his own goals and then measuring his progress toward these goals.

In a review of research literature, Thornton (1980) reported that a typical self-appraisal research is characterized by the quantification of job performance appraisals and the comparison of self-appraisals with appraisal from counter positions. Thornton (1980) also reported that research findings seem to indicate that subjective-self appraisals have negative implications for the individual and the organisation mainly because of the inherent tendency by people to overrate their performance.

However, Lawler and Porter (1968:27) recommend, in spite of its weaknesses, that this system of performance evaluations is still very useful especially "for the researcher interested in relationships between performance and other variables" such as role ambiguity

and job satisfaction. Meyer (1980:293) feels strongly that self-appraisal is more positive than negative especially where self-esteem is concerned because

> a great deal of research has shown that high self-esteem is associated with desirable personal characteristics. For example, a number of researchers have found that people with high self-esteem perform better than people with low self-esteem, with other factors held constant (Korman,1977). People with high self-esteem are also likely to be better motivated, to take more pride in their work to be better adjusted personally, and to be healthier from both a physical and mental stand-point.

It seems logical to conclude that the general tendency to overrate one's performance cited in the literature may be associated with high self-esteem workers. Both Meyer (1980) and Locke (1976:1325) reported that some researchers argue that "high self-esteem employees get more pleasure from task success than failure." Thus, employee perceptions of high task performance and the pleasure derived thereof may not only result in overrating of one's performance, but to feelings of satisfaction with work too. Accordingly, one can therefore expect to find that the relationship between self-appraisal and job satisfaction is stronger and more important to the focal person and eventually the organisation than that between supervisor-appraisal and job satisfaction. Self-appraisal is used in this study to determine its potential contribution to job satisfaction compared to supervisor appraisals.

Job Performance Measurement Problems. According to Landy and Zedeck (1983), performance measurement involving the counting of physical or tangible outputs (objective measurement), is easier to do and validate than when intangibles are involved because it is generally difficult to agree on the definition and measurement of intangibles such as classroom performance. Landy and Farr (1983) identified three groups of factors which affect the measurement of performance as (a) performance measurement procedures, (b) situational, and (c) individual characteristics. Situational characteristics include all aspects of the work situation such as supervisors, peers and management policies. Individual characteristics are defined to include ability, motivation and role perceptions. Landy and Farr (1983:3) have pointed out that "performance measurement procedures act

as imperfect translators of behavior into some quantified index of work performance," and that they can be improved only by paying attention to the concepts of validity, accuracy and reliability.

Relationship Between Job Performance and Job Satisfaction

The hypothesized relationship between job performance and job satisfaction has attracted considerable interest in organisational studies. As a result, three general propositions or conceptualizations of the performance-satisfaction relationship have emerged over the years. Schwab and Cummings (1970:409) identified the three conceptualizations as

> (1) the view that satisfaction leads to performance, a position generally associated with early human relations concepts, (2) the view that the satisfaction-performance relationship is moderated by a number of variables, a position which gained acceptance in the fifties and continue to be reflected in current research, and (3) the view that performance leads to satisfaction, a recently stated position.

Lawler and Porter (1967) and Schwab and Cummings (1970) claim that the development of the first view has its roots in the Hawthone and related studies of the human relations era. Although the human relationist view has been severely criticized and discredited over the years (e.g. Lawler and Porter, 1967; Locke, 1970; Nathanson and Becker, 1973; Porter and Lawler, 1968; Schwab and Cummings, 1970; and Vroom, 1964), there is no overwhelming evidence indicating that this view has become obsolete.

The second view of the satisfaction-performance relationship was reported by Schwab and Cummings (1970) as having emerged from the work of Dawis et al. (1968), March and Simon (1958), and Triandis (1959). According to this view, the satisfaction-performance relationship is mediated by intervening variables such as organisational pressure for higher production, the congruence between the worker's need set and organisational reinforcer system, and congruence between worker ability and job requirements. In addition, this view also maintains that the relationship between

satisfaction and performance is not necessarily direct or strong.

The third and final view is more recent. This views sees job performance as a stronger predictor of job satisfaction and not vice versa. Schwab and Cummings (1970:417) are of the view that the main difference between this view and other views is that it "stresses the importance of variations in effort and performance as causes of variations in job satisfaction." Several studies (Locke, 1970; Pigge and Lovett, 1985; and Siegal and Bowen, 1971) have produced findings confirming the direction of the performance-satisfaction relationship suggested by this view. Pigge and Lovett (1985), for example, recently reported that the results of an investigation of the relationship between job satisfaction and performance had indicated that job performance was a stronger predictor of job satisfaction and not vice versa.

The current view of the performance-satisfaction link is embodied in Lawler and Porter's (1967) theoretical model (**Figure 1**) which shows that "performance leads to rewards which may in turn lead to satisfaction" (Slocum, 1970:431). The model further states that the extent to which rewards are perceived by the individual as equitable determines the level of satisfaction so that equitable rewards lead to high satisfaction.

Locke (1970) later contributed to the performance-satisfaction conceptualization when he introduced a model slightly different but generally consistent with that of Lawler and Porter. According to Nathansou and Becker (1973:267) Locke's theoretical formulation "is more directly concerned with specifying the circumstances for a performance-satisfaction relationship to exist," than the Lawler-Porter model. In addition, Locke's model also seeks to explain why there is necessarily no link between initial job satisfaction and subsequent performance. Locke (1970:485) proposed in his model that,

> the effect of job performance on job satisfaction will be a function of the degree to which performance entails or leads to the attainment of the individual's important job values (without neglecting his other important values).

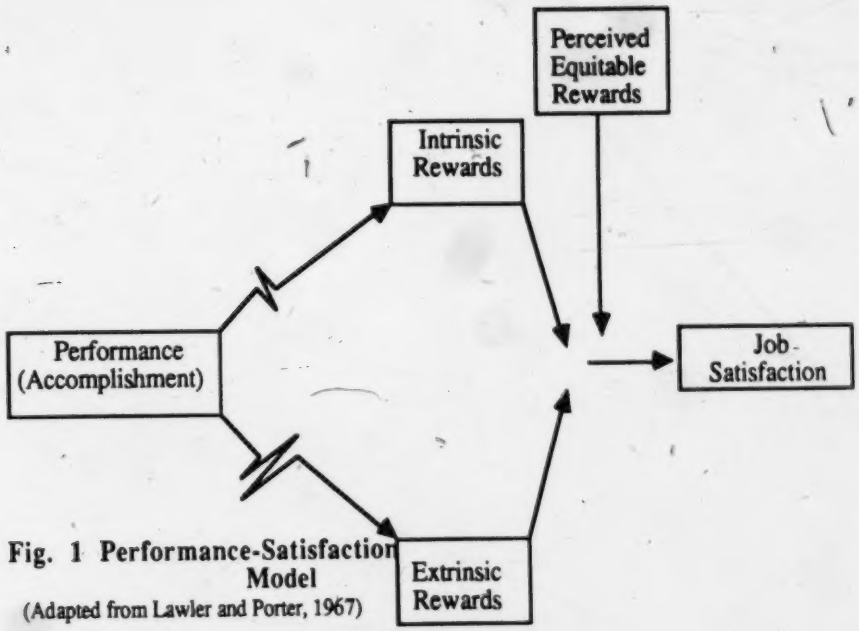


Fig. 1 Performance-Satisfaction Model
(Adapted from Lawler and Porter, 1967)

The most important element common to both Lawler and Porter's and Locke's models is the proposed direction of the performance-satisfaction relationship. Both see satisfaction as a product of performance and not vice versa. In addition, both models acknowledge the role played by intervening variables in the performance-satisfaction linkage. Finally, both models see rewards as an important integral factor moderating the relationship such that performance which leads to the attainment of equitable rewards or important values results in higher levels of worker satisfaction.

D. SYNTHESIS OF THE RELATIONSHIPS AMONG RESEARCH VARIABLES

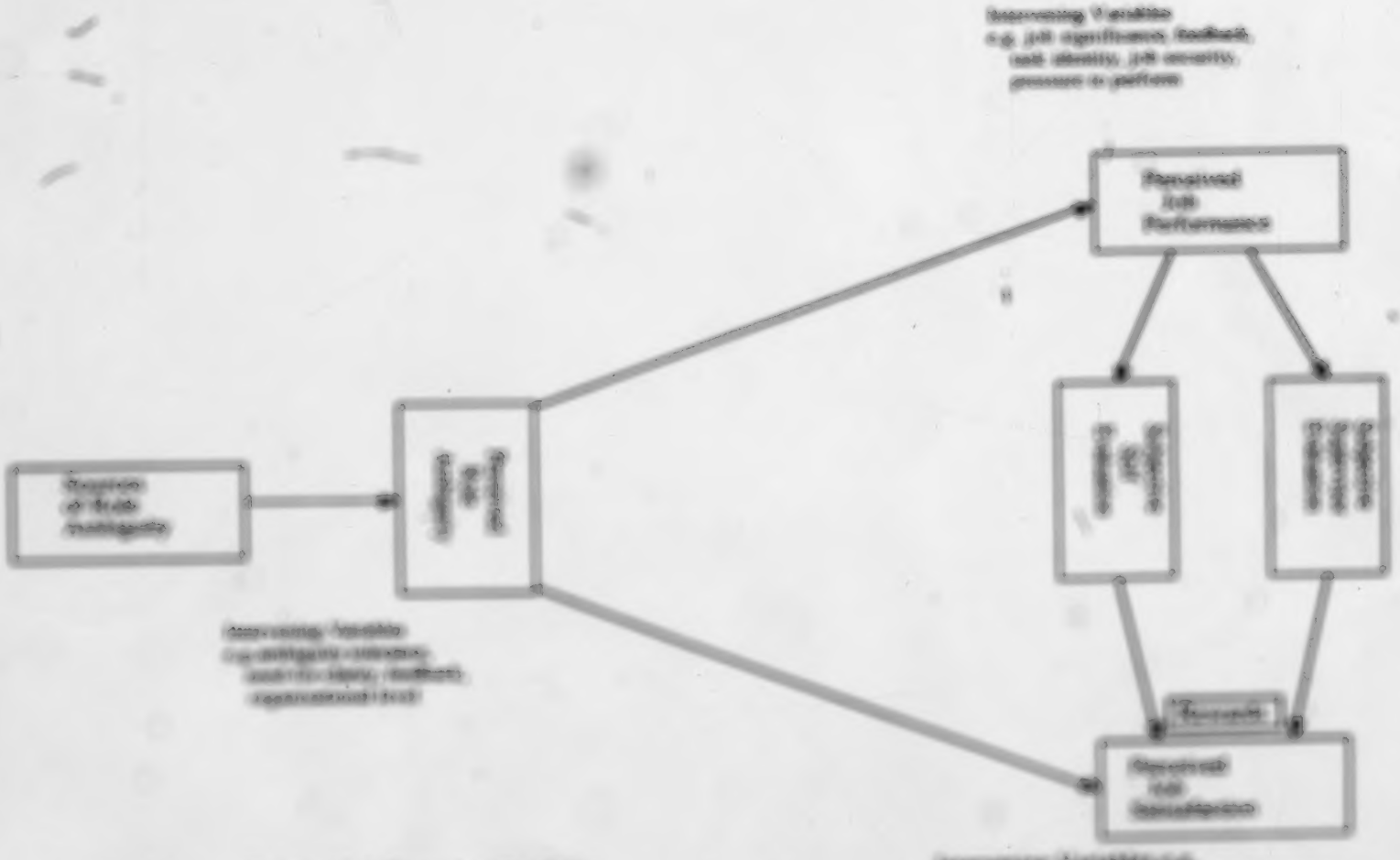
The synthesis of the relationships between and among the major research variables provides a conceptual framework for this study (**Figure 2**). Three main research variables (role ambiguity, job performance and satisfaction) and several intervening variables

(organisational, situational and personal characteristics) constitute the main elements of the conceptual framework.

The performance-satisfaction model proposed by Lawler and Porter (1967) shows performance is linked to job satisfaction indirectly through rewards. Research has, however, also demonstrated that job performance is again linked directly to role ambiguity. For example, Comadema (1984), House and Rizzo (1972), MacDonald (1970) and Miles (1976a and 1976b) have reported that role ambiguity is negatively related to job performance. Accordingly, a linear relationship can be developed linking role ambiguity indirectly to job satisfaction through job performance and rewards. The resulting equation represents one dimension of the conceptual framework. The second dimension comprises of the role ambiguity-job satisfaction link. A relationship linking role ambiguity directly to job satisfaction has been reported by Beehr (1976), House and Rizzo (1970), Keller (1975) and McLean (1979).

One dimension of the proposed conceptual framework shows that role ambiguity is linked indirectly to job satisfaction via performance. The other dimension shows that role ambiguity is also a direct, that is intrinsic cause of job satisfaction or dissatisfaction. The conceptual framework, therefore, explains why insufficient information about a focal position may lead to poor job performance which, in turn, may lead to job dissatisfaction. At the same time, the conceptual framework also explains why a person experiencing role ambiguity may be intrinsically dissatisfied.

According to the framework, the suggested relationships linking research variables flow in one direction. The relationship shows that job satisfaction is triggered directly or indirectly by perceived role ambiguity. The usual causes of role ambiguity according to Kahn et al. (1964) are organisational change, managerial philosophy and organisational complexity. According to the proposed relationship, role ambiguity is a predictor of both job performance and job satisfaction. Performance, in turn, is an intrinsic cause of job satisfaction (Lawler and Porter, 1967; Locke, 1970; Pigge and Lovett, 1985; Siegel and



Bowen, 1971; and Slocum,1970).

The proposed model further shows that the relationships linking the three research variables together is further mediated by intervening variables. For example, perceived role ambiguity is mediated by organisational variables (e.g. organisational level), personal characteristics (e.g. ambiguity tolerance level) and situational variables such as supportive supervisor. Job performance, on the other hand, is mediated by both situational variables (feedback and pressure to perform), and individual characteristics such as ability and self-esteem. Job satisfaction is also moderated by intervening variables such as job status and the nature of the job including variety, autonomy, task identity and task significance (Walsh et al., 1983).

The proposed conceptual framework has several important advantages. First, it allows the nature of the relationship between supervisor-rated performance and job satisfaction and self-rated performance and job satisfaction to be explored in order to determine which of the two relationships is stronger. According to Pigge and Lovett (1985), teachers who rated themselves high on performance had equally high job satisfaction scores and vice versa. Another important feature of the framework is that it provides a systematic way of thinking about the relationships among the research variables. Third, the conceptual framework also allows for the generation of testable hypotheses (see chapter I). The conceptual framework has also been developed in a way which shows causal relationships between major research variables, and how intervening variables influence these relationships. Finally, the conceptual framework provides a concise summary of the literature reviewed in this chapter.

E. SUMMARY

A discussion of the research literature presented in this chapter has identified several variables that mediate the relationship linking role ambiguity, job performance and

job satisfaction. Furthermore, this review has also uncovered several areas that require further research either because current findings are inconclusive, inconsistent or conflicting. For example, it was established that although many studies reported that role ambiguity is negatively related to job satisfaction, Hamner and Tosi (1974) and Tosi (1970) found no significant relationship between the two variables.

In this chapter it was seen that role ambiguity was linked to (a) job satisfaction and (b) performance, and that performance was also linked to job satisfaction. However, no attempt had been previously made to tie these three variables together and determine the nature of the resulting relationships. This was done at the end of this chapter where a conceptual framework was proposed linking role ambiguity to performance and job satisfaction.

Chapter III

RESEARCH DESIGN, METHODOLOGY AND INSTRUMENTATION

This chapter is organised into three main sections dealing with (1) research design, (2) methodology, and (3) instrumentation.

A. RESEARCH DESIGN

Nature of the Study

The study is designed to measure the perceptions of a sample of interns concerning psychological constructs of job satisfaction and other job correlates, and to examine the relationships among these variables. The study is essentially a descriptive survey research study. Best (1981) identified the essential elements of a descriptive research as follows;

1. it is nonexperimental in that it deals with nonmanipulable variables in natural settings. The task of the researcher in descriptive studies is to "select variables for analysis of their relationships" ex post facto,
2. it involves hypothesis formulation and testing,
3. oriented toward arriving at generalizations using "logical methods of inductive-deductive reasoning,"
4. employing random sampling procedures inorder to increase external validity, and
5 it is characterized by accurate and detailed descriptions which enhance replication.

Accordingly, the present study is a survey because it meets all five conditions suggested by Best (1981). For example, there was no attempt to manipulate directly the research variables, instead the study sought to find answers to research questions through the analysis of the relationships among the research variables. The study also used

stratified random sampling techniques as suggested by Best (1981). In addition, several hypotheses were generated and subsequently tested, but the generalizations of the results was restricted to the original population from which the sample was drawn. Finally, accurate descriptions were used in accordance with Best's (1981) suggestion.

Research Problems

The main purposes of this study were achieved by an investigation directed at seeking answers to the four main research problems and concomitant sub-problems. The research problems and sub-problems were derived from the literature, and are presented below in the form in which they were explored in the study.

Research Problem 1 : Role ambiguity

To what extent is there role ambiguity concerning the work of teacher interns?

To answer this question, data were collected concerning the perceived levels of role ambiguity experienced by teacher interns. To this end, the following sub-problems were investigated:

1.1 What are the perceptions of teacher interns concerning selected aspects of their job?
1.2 On which issues were teacher interns experiencing higher levels of role ambiguity?
1.3 On which issues were teacher interns experiencing lower levels of role ambiguity?
1.4 What is the relationship between role ambiguity and selected background variables of respondents?

Research Problem 2 : Job Performance

How well do teacher interns perform their work?

This question examined the perceived levels of job performance of teacher interns. To this end, the perceptions of both the teacher interns and their cooperating supervising teachers were elicited. The performance evaluations derived thereof correspond to what

Porter and Lawler (1968:26-28) called subjective-self and subjective-supervisor, respectively. In order to address this problem, the following sub-problems were investigated:

2.1 How do teacher interns rate their job performance?
2.2 What is the relationship between subjective self-appraisals of job performance and selected background variables of interns?
2.3 What are the performance levels of teacher interns as rated by cooperating supervising teachers?
2.4 What is the relationship between subjective-supervisor performance ratings of interns and selected background variables?
2.5 What is the extent of agreement or disagreement between subjective-self and subjective-supervisor appraisals of performance?

Research Problem 3 : Job Satisfaction

To what extent are teacher interns satisfied with their work?

This research problem explored the perceptions of teacher interns concerning feelings of job satisfaction. The following sub-problems were investigated:

3.1 Which job facets are significant predictors of job satisfaction?
3.2 To what extent do teacher interns experience overall job satisfaction?
3.3 What is the relationship between job satisfaction and selected background variables of teacher interns?

Research Problem 4 : Relationships Between and Among Research Variables.

The object of this research problem was to investigate, analyse and describe the strengths and directions of the relationships between and among the research variables. To this end, the study focused on the following research question:

Are there relationships linking role ambiguity, job performance, and job satisfaction, and what is the nature of these relationships?

To answer this question, the following sub-problems were investigated:

4.1 What is the nature of relationship between role ambiguity and job satisfaction when job performance is statistically controlled?
4.2 What is the nature of the relationship between self-appraisals of job performance and job satisfaction when other research variables are statistically controlled?

4.3 What is the nature of the relationship between supervisor performance appraisals and job satisfaction when other research variables are statistically controlled?
4.4 What is the relationship between self-appraisals and role ambiguity when other research variables are statistically controlled?
4.5 What is the relationship between supervisor-appraisals and role ambiguity when other research variables are statistically controlled?
4.6 To what extent are role ambiguity, self- and supervisor-appraisals of job performance significant predictors of job satisfaction?

Research Sample

The sample of respondents for this study was drawn from the population of teacher interns employed in Edmonton Public School District. Randomization was used in selecting the sample. In particular, stratified random sampling was used in order to obtain a cross-section of all teacher interns in the schools. Fifty interns and their supervising teachers (a total of 100 respondents) were randomly selected. This represented one third of the total population. All the interns and supervising teachers were contacted by telephone regarding their possible participation in this investigation. Seven interns or supervising teachers (a total of fourteen) declined. Of the remaining 86 interns and supervising teachers who agreed to participate in the study, three interns quit the programme before data collection was completed. The final sample of forty interns and supervising teachers consisted of 27 elementary, 7 junior high and 6 senior high school interns and a corresponding proportion of supervising teachers.

B. RESEARCH METHODOLOGY

The questionnaire approach was the preferred method for collecting data for the purposes of this study. This approach was chosen because of several advantages. One of the advantages cited by Mouly (1963:240) is that "it permits wide coverage for a minimum expense both in money and effort". Another advantage is that it allows the respondents to express their views anonymously, views which may otherwise be opposed or influenced

by others, or by researcher bias. This was an important consideration in this study because the researcher did not want the interns' ratings of their performance to be influenced by supervising teachers. A final advantage cited by Selltiz et al. (1959:239) is that questionnaires ensure greater comparability of responses

> the impersonal nature of a questionnaire - its standardized wording, its standardized order of questions, its standardized instructions for recording responses - ensures some uniformity from one measurement situation to another.

Furthermore, Badia and Runyon (1981:93) noted that when a questionnaire is "constructed properly, the data can be organized easily, tabulated, and analyzed". The data collected were analysed quantitatively.

Data Collection Procedures

Nearly all questionnaires were hand-delivered to respondents in order to increase the rate of returns. According to Best, (1981:167) "the person administering the instrument has an opportunity to establish rapport, [and]to explain the purpose of the study" when questionnaires are hand delivered. The respondents were asked to complete the questionnaires and mail them separately to the researcher using a stamped and self-addressed envelope provided by the researcher.

Kerlinger (1965:397) suggests that if "questionnaires are used, every effort should be made to obtain returns of at least 80 to 90 percent or more". The number of questionnaires returned was 80. This is 80 percent of the original sample of 100 respondents and 90 percent of the 86 interns and supervising teachers who had agreed to participate.

An interview schedule was prepared and used to gather data from a small sub-sample (10 teacher interns) drawn from the respondents. The interviews were limited to teacher interns only. A semi-structured interview schedule (Appendix IV) was used to focus on selected issues and concerns, and to gain more insight into these areas. According

to Borg and Gall (1983:442), a semi-structured interview schedule has the advantage of

> being reasonably objective while still permitting a more thorough understanding of the respondents' opinions and the reasons behind them than would be possible using a mailed questionnaire.

A justification for using both questionnaires and interviews to collect data is readily found in the concept of triangulation. According to Guba (1981:87), triangulation is the collection of data "from a variety of perspectives using a variety of methods." He points out that one of the strengths of this method is that it helps illuminate the elements of the research context. Jick (1979:603) further suggests that

> triangulation may be used not only to examine the same phenomenon from multiple perspectives, but also to enrich our understanding by allowing for new or deeper dimensions to emerge.

Jick (1979) also says that triangulation exploits the advantages of either methodology while minimizing their weaknesses. According to Guba (1981:86),

> two or more methods are teamed (in triangulation) in such a way that the weakness of one is compensated by the strengths of another. But it is also clear that if similar results are found using diffent methods the case for stability is also strengthened.

Data Analysis

The data collected were analysed using quantitative and qualitative techniques. Mouly (1963:96) claims that the advantage of quantification of data is that it

> provides a greater refinement in classification and possesses definite advantages over qualitative listings by virtue of its amenability to more adequate treatment by the modern statistical processes.

To this end, exploratory statistical techniques such as data analysis, analysis of variance, factor analysis, t-tests, correlational analyses, and multiple stepwise regression analysis were used to examine the relationships among the research variables.

Correlational analysis is a fundamental tool to statistical prediction. For example, Mouly (1963:367) has suggested that if correlational analysis is to be useful in prediction, "the degree of association between two variables must be relatively substantial, and, of

course, the greater the association, the more accurate the prediction it permits". Correlation, according to Williams (1979:121), "characterizes the existence of a relationship between research variables." In correlational analysis, the strength and direction of a relationship are important considerations. The strength or magnitude of a relationship refers to the extent to which the variables co-vary, and direction may be either positive or negative depending on whether the variables vary together or inversely. Accordingly, the degree to which role ambiguity, job performance and job satisfaction are related is indicated by the magnitude and direction of the relationship.

Regression analysis was used to investigate which of the predictor variables (role ambiguity, subjective-self evaluations, and subjective-supervisor evaluations) was the best predictor of job satisfaction among teacher interns. The t-test statistic was used in hypotheses 3 and 5 to determine (1) whether subjective-self performance evaluations were more highly correlated with job satisfaction than subjective-supervisor performance evaluations, and (2) whether role ambiguity was more highly correlated with job satisfaction than role performance.

Interview data were analysed by categorization of responses on the basis of research variables covered in the schedule.

C. INSTRUMENTATION

The Questionnaire

Two questionnaires were used to collect data. One questionnaire was administered to teacher interns and the other to cooperating supervising teachers (see Appendices I and II). The questionnaire administered to supervising teachers consisted of thirty items on job performance of the interns as perceived by their supervising teachers. The questionnaire was developed by the researcher. Instruments used by the Edmonton Public School system to evaluate teachers and the instrument used by the University of Alberta's Faculty of

Education to evalute student teachers, as well as literature on teacher effectiveness were consulted in constructing this questionnaire.

The questionnaire for teacher interns consisted of four sections containing a total of 153 items on background variables, role ambiguity, job performance and job satisfaction.

Background Information.

This section sought data on situational and personal variables including sex, the intern's major and minor subjects during training, subjects and level taught, workload and size of school.

Role Ambiguity.

The questionnaire on role ambiguity (Appendix I) sought to measure levels of perceived role ambiguity among teacher interns. This section contained a total of 16 items. This section was also developed by the researcher based on the literature on role ambiguity, particularly the Rizzo, House and Lirtzman Role Questionnaire. Permission had been requested to use the Role Questionnaire but came too late.

Job Performance.

The section on role performance is identical to the 30-item questionnaire for supervising teachers. Teacher interns were required to rate their performance using a Likert-like scale. The instruments developed by the researcher were pilot tested using a sample of former teacher interns from the County of Parkland School District. The reliability coefficients of the instruments were determined using split-half correlational analysis. The reliability coefficients for the role ambiguity and job performance instruments were recorded at 0.89 and 0.81 respectively. Validity of the instruments was based on face validity.

Job Satisfaction.

This section was completed by teacher interns. The researcher sought and received permission to use the Minnesota Satisfaction Questionnaire (MSQ). The long form (1967) version of MSQ was used.

D. SUMMARY

In this chapter the following issues were explored: (1) research design, (2) methodology, and (3) instrumentation. From this chapter it was established that the study was essentially a survey of the perceptions of teacher interns and their supervising teachers concerning selected research variables. Data were collected from forty teacher interns and their supervising teachers. Two questionnaires were used. Both questionnaires used Likert-like scales except for section one on background variables.

Chapter IV

PROFILE OF RESPONDENTS

A profile of respondents is presented and discussed in this chapter in order to provide a general picture of the composition of the sample. The chapter focuses on selected background variables of the interns, specifically personal and organisational characteristics. Personal characteristics examined in this chapter include sex, subjects taken during training, and grade level prepared for. Situational characteristics presented in this chapter include size of school, grade level assigned to, subjects taught, and teaching load.

This chapter also contains a section on factor analysis. The purpose of this section is to report the procedures and results of factor analysis performed for Role Ambiguity and Job Satisfaction questionnaires developed by the researcher. The results of factor analysis for these intruments produced three and four factors, respectively.

A. PERSONAL CHARACTERISTCS

Sex

As shown in Table 4.1, 75 percent of the interns were females. Only 25 percent of the sample were males. The ratio of males to females was therefore 1:3. The male-female composition of the research sample was generally consistent with previous research findings which show that there are more female teachers in Alberta than males. However, the female to male ratio in this study was considerably higher than that reported in previous studies. For example, Holdaway (1978:44) reported that out of a sample of 801 Alberta teachers, "431 or 53.8 percent were women, and 46.2 percent were men," while Reid (1976) similarly reported that 56 percent of all teachers employed in Alberta were female.

Table 4.1

Frequency Distributions of Respondents According to Sex (N=40)

Sex	Frequency	Percentage
Male	10	25.0
Female	30	75.0
Total	40	100.0

Subjects Taken During Training

From Table 4.2, it can be seen that all elementary teacher interns (100 percent) reported that they majored in Elementary Education as generalists. However, subjects taken by secondary school interns as majors were varied as indicated in Table 4.2. A total of six subjects were taken as majors. According to Table 4.2B, 42.9 percent secondary school interns took Physical Education as their major subject. The next popular subject was Biology which was a major subject for 28.6 percent of the sample of secondary school interns. The other major subjects taken by secondary school interns in the sample included Math, English, Art and Social Studies.

Table 4.2 A and B shows that a total of 17 subjects were taken as minors by both secondary and elementary interns. Nearly the same number of subjects taken by secondary interns was also taken by their elementary counterparts. However, the eight subjects taken by elementary interns as minors were all different from those taken at the secondary level except for the seventeenth subject (Music) which was taken at both levels. Most elementary school interns (26.9 percent) minored in Computer Applications and Music (15.4 percent). The other popular minor subjects at the elementary level were Individual Differences, Early Childhood and Special Education. Each of these subjects was taken by 11.5 percent of elementary interns. The other minor subjects taken by elementary interns were ESL, Reading, Language Arts and Moral Education.

The minor subject which showed the highest frequency among secondary school

[illegible] was Social Studies. This subject was taken by [illegible] percent of secondary interns. The next popular minor subjects for secondary school interns were Biology and Business Studies which had at [illegible] percent. The remaining six subjects each had a frequency of [illegible] percent.

[illegible]

[illegible]

Subject	[illegible]		[illegible]	
	Frequency	Percentage	Frequency	Percentage
A. [illegible] (N=30)				
Elementary Generalist	30	100.00		
Computer Applications	0	0	0	0.00
Music	0	0	0	0.00
Individual Differences	0	0	0	0.00
Early Childhood	0	0	0	0.00
Special Education	0	0	0	0.00
ESL	0	0	0	0.00
Reading	0	0	0	0.00
Language Arts	0	0	0	0.00
Other Education	0	0	0	0.00
Total	30	100.00	30	100.00
B. [illegible] (N=46)				
Physical Education	0	0.00		
Biology	9	19.57	0	0.00
English	0	0.00	0	0.00
Math	0	0.00	0	0.00
Art	0	0.00	0	0.00
Social Studies	9	19.57	9	19.57
Business Studies	0	0	8	17.39
Physics	0	0	0	0.00
Clothing and Textiles	0	0	0	0.00
Music	0	0	0	0.00
General Science	0	0	0	0.00
Psychology	0	0	0	0.00
Total	46	100.00	30	100.00

Teaching Subjects.

As shown in Table 4.3 A, 96.1 percent of teacher interns taught as elementary generalists. Only one elementary teacher intern taught a subject other than Elementary General as a generalist. This intern taught Special Education. Data from Table 4.2 A and 4.3 B also indicate that all but one of the teacher interns taught their major subjects. However, the intern who taught Special Education was one of the three interns who had indicated that they minored in this subject.

Table 4.3

Frequency Distribution of Respondents According to Subjects Taught (N=40)

Subject	Frequency	Percentage
A. ELEMENTARY (N=26)		
Elementary	25	96.1
Special Education	1	3.9
Total	26	100.00
B. SECONDARY (N=14)		
Physical Education	6	42.9
Biology	3	21.4
English	1	7.1
Social Studies	1	7.1
General Science	1	7.1
Math	1	7.1
Art	1	7.1
Total	14	100.00

Similarly, a preliminary examination of Tables 4.2 B and 4.3 B also shows that secondary school interns taught either their major or minor subjects. Both this finding and that reported earlier for elementary interns were supported by evidence obtained when the questionnaires were physically inspected to ascertain if there was consistency between subjects trained for and teaching assignments.

School Level Trained For.

As shown in Table 4.4, a majority of interns, 65 percent, trained as elementary school teachers. Only 14 percent were secondary school teachers.

Table 4.4

Frequency Distribution of Respondents According to Grade Level Trained For (N=40)

Grade Level	Frequency	Percentage
Elementary	26	65.00
Secondary	14	35.00
Total	40	100.00

B. ORGANISATIONAL CHARACTERISTICS

School Level Taught.

Table 4.5 shows that 65 percent of interns reported that they were teaching in elementary schools compared to 20 and 15 percent for junior and senior high schools, respectively. This indicates that all the interns were teaching at the appropriate levels consistent with their training. Subsequent examination of the questionnaires for both

Table 4.5

Frequency Distribution of Respondents According to Grade Level Taught (N=40)

Grade Level	Frequency	Percentage
Elementary	26	65.0
Junior High	8	20.0
Senior High	6	15.0
Total	40	100.0

secondary and elementary interns also confirmed that individuals who had been trained to teach at either elementary or secondary levels were subsequently placed and taught at a level consonant with their training.

Average Teaching Load.

As shown in table 4.6, 52.5 percent of the interns reported that their teaching loads were in the 51-75 percent range while 22.5 percent said they were in the 76-100 percent range compared with 20 percent who said their teaching load was in the 26-50 percent range. Only two interns reported that they had an exceptionally low teaching load of 1-25 percent.

Table 4.6

Frequency Distribution of Repondents Grouped According to Teaching Load. (N=40)

Teaching Load	Frequency	Percentage
1-25	2	5.0
26-50	8	20.0
51-75	21	52.5
76-100	9	22.5
Total	40	100.0

This information suggests that a majority of interns (52.5 percent) were receiving the stipulated teaching load of about 66 percent while about half the interns were getting either more (75-100 percent) or less (1-50 percent).

School Size.

The number of categories for schools classified according to size were collapsed to two groups (Table 4.7) out of consideration for the small size of the research sample

(N=40). Schools were classified as either small or large. Large schools had an enrolment population of 401 and above, and small schools had 400 or less. Small schools consisted of three secondary schools and 19 elementary schools, while large schools were made up of 7 elementary and 11 secondary schools.

Table 4.7

Frequency Distribution of Respondents According to Size of School (N=40)

School Size	Frequency	Percentage
1-400	22	55.00
401+	18	45.00
Total	40	100.00

B. FACTOR ANALYSIS

Data from questionnaires developed by the researcher were factor analysed. According to Peak (1953:277), "the principal purpose of factor analysis is to reduce a matrix of correlations to the smallest possible number of dimensions in the interest of parsimonious description of the interrelationships between the variables."

To determine whether an item contributed to a given factor, the following criteria were used: (1) item loading on a factor must be greater than |0.4|, and (2) a majority of the items must also make sense and contribute logically to the meaning of the factor. The labels given to factors were determined by the general meaning or theme conveyed by a majority of the items including the highest loaded items. These criteria were used to factor analyse data obtained from Role Ambiguity and Job Performance instruments. Items showing more than one loading were classified on the basis of how much the item contributed logically to the general meaning of the factor.

Factors which emerged from factor analyses of Role Ambiguity and Job Performance instruments were used in subsequent data analyses. However, some data were examined on the basis of the original items in order to highlight the findings. This was particularly true for most graphical representations of data which generally used the original items before they were factor analysed.

Role Ambiguity Questionnaire.

This instrument was made up of sixteen items developed by the researcher. The results of factor analysis which appear in Table 4.8 show that three major factors emerged

Table 4.8

Varimax Factor Analysis Matrix of Role Ambiguity Items (N=40)

Items	Factors and Factor Loadings		
	1 Role Expectations	2 Responsibilities	3 Feedback
7. I get clear explanations of what I am to do.	0.859*	0.306	-0.045
8. I know how I am expected to work with my colleagues.	0.801*	0.316	0.143
4. I get clear and explicit directions and orders.	**0.786***	**0.433***	0.014
9. I know exactly if my superiors approve of my work.	-0.738*	-0.242	0.049
6. I know exactly where to go for help.	0.729*	0.278	0.228
12. I am uncertain about how I will be evaluated.	-0.705*	0.099	-0.049
16. My terms and conditions of service are clear.	0.252	0.891*	0.068
5. I am certain of whom to report to.	-0.076	-0.829*	-0.347
15. I know exactly what my rights and previleges are.	**0.490***	**0.737***	-0.288
10. I have to ask others about what I should do.	-0.351	-0.700*	0.384
11. I have clear goals and objectives for my work.	**0.450***	**0.680***	0.288
1. I know my responsibilties.	**0.763***	**0.475***	-0.164
2. I know exactly how much authority I have.	0.771*	0.430*	-0.169
3. School and jurisdiction policies and regulations are clear.	**0.820***	**0.416***	0.085
14. I receive feedback when I do not expect it.	-0.077	-0.062	0.836*
13. I receive feedback on my performance.	**0.538***	0.329	**0.549***
Eigenvalue	9.023	1.532	1.493
Percentage of total variance	56.4	9.6	9.3
Percentage of common variance	56.4	66.0	75.3

* indicates item loading above |0.4| Bold values indicate double loading.

from a principal components factor analysis using varimax rotation of data. These three factors (Role Expectations, Responsibilities and Feedback) accounted for 75.3 percent of the total variance in role ambiguity.

As indicated on Table 4.8, some items loaded on more than one factor. To classify items which showed double loadings, the meanings of these items were examined to determine how much they contributed logically to the given factors.

Job Performance Questionnaire.

The results of factor analyses of the 30-item Job Performance questionnaire are reported in Table 4.9. As indicated on Table 4.9 the results of a principal components factor analysis using a varimax rotation produced four factors which accounted for 76.6 percent of the total variance in job satisfaction of teacher interns. The four factors consisted of items showing loadings greater than |0.4|.

Items showing more than one loading were classified on the basis of how they contributed logically to the meaning of the factor. Each factor was given an appropriate label which reflected most the meaning conveyed by a majority of the items under that factor including the highest loaded factors.

Factor analyses were performed on data obtained from combined scores of both teacher interns and their supervising teachers. It was necessary to combine the scores because of the small size of the research sample used in this study.

Table 4.9

Varimax Factor Analysis Matrix of Job Performance Questionnaire Items From Combined Mean Scores of Supervisors and Interns (N=80)

Job Performance Items	Factors and Factor Loadings			
	Interpersonal Relationships	Personal Development	Planning& Teaching Skills	Parent/ Community Relationships
22. Maintains good rapport with colleagues	0.789*	0.054	0.333	0.099
26. Reflecting upon supervisory advice	0.753*	0.133	0.078	0.125
24. Provides good leadership qualities	0.705*	0.356	0.316	0.156
21. Participation in staff meetings	0.687*	0.217	0.280	-0.032
30. Develops friendship with colleagues	0.664*	0.399	0.243	0.078
14. Shows empathy for students	**0.662***	-0.021	**0.515***	0.213
28. Maintains good rapport with superiors	0.649*	0.317	0.197	0.175
5. Cooperates with colleagues	0.584*	0.199	0.270	0.353
16. Consistence and fairness with students	**0.581***	0.031	**0.446***	0.341
19. Student supervision	**0.545***	-0.071	0.334	**0.580***
29. Develops own teaching approaches	0.277	0.778*	0.136	0.152
27. Ability to make independent decisions	**0.420***	**0.745***	0.195	0.116
23. Shows initiative	**0.496***	**0.721***	0.155	0.038
15. Student counselling	-0.011	0.709*	0.195	0.341
7. Develops interesting and challenging activities	0.231	0.636*	0.399	0.340
25. Assisting in extracurricular activities	**0.495***	**0.585***	-0.089	0.297
13. Ingenuity and innovativeness	**0.495***	**0.404***	**0.443***	0.318
9. Recognizes and responses to needs of students	0.249	0.347	0.763*	0.106
11. Suitability of learning materials, illustrations and examples	0.385	0.072	0.762*	0.010
3. Suitability of student activities	**0.503***	0.062	**0.701***	0.176
2. Appropriateness of objectives	0.259	0.263	0.677*	0.273
6. Reinforcing students(feedback, praise)	0.344	0.308	0.616*	0.097
1. Preparing long and short term plans	-0.214	0.256	0.615*	-0.009
10. Approrpiate questioning techniques	0.088	**0.469***	**0.588***	0.118
4. Keeping accurate records	0.222	0.214	**0.575***	**0.482***
8. Classroom management and control	0.172	**0.479***	**0.530***	**0.413***
12. Appropriateness of lesson introduction and closure	0.205	0.222	0.501*	0.398
18. Holding parental conferences	0.032	0.265	0.130	0.767*
17. Involves parents in learning of children	0.010	**0.569***	0.193	**0.621***
20. Participation in community activities	0.344	0.354	-0.105	0.562*
Eigenvalue	14.168	2.877	1.913	1.330
Percentage of total variance	47.2	9.6	6.4	4.4
Percentage of common variance	47.2	56.8	63.2	76.6

* indicates item loading above |0.4| Bold values indicate double or treble loading

D. SUMMARY

The three main purposes of this chapter were (1) to present a summary of the distribution of selected characteristics of the research sample, and (2) to describe the process used in factor analysis of Role Ambiguity and Job Performance instruments, and (3) to identify the principal factors that emerged from factor analysis of these instruments. These characteristics were later used in subsequent data analyses.

The results of gender distribution of respondents show that females outnumbered male respondents three to one. Similarly, elementary respondents outnumbered their secondary school counterparts two to one. When the respondents were considered according to size of school it was discovered that respondents were divided almost equally between large and small schools. Fifty-five percent of repondents were in small schools while 45 percent taught in large schools.

An examination of the consistence between subjects trained for and subjects taught showed that for both elementary and secondary categories there was general agreement between the two variables indicating that most respondents taught in the subjects they had been trained for. Similar results are evident from an examination of the consistence between school level trained for and school level taught. The distribution of respondents according to size of teaching load shows that nearly 72 percent of the interns had a teaching load of between 26 and 75 percent. Five percent (2) reported an extremely low load of 1-25 percent, while 22.5 percent said they had loads of 76 to 100 percent. The Teacher Internship programme guidelines recommend a teaching load of 66 percent of the normal load for regular teachers.

Factor analysis of the Role Ambiguity and Job Performance questionnaires resulted in three and four factors, respectively. Factors which emerged from factor analysis of Role Ambiguity instrument were "Role Expectations", "Responsibilities", and "Feedback," while those obtained from a similar analysis of Job Performance

questionnaire were "Interpersonal Relationships", "Personal Development", "Planning and Teaching Skills", and "Parent/Community Relationships".

Chapter V

PERCEIVED ROLE AMBIGUITY OF TEACHER INTERNS

In this chapter, questionnaire and interview data on the responses of teacher interns concerning their perceptions of job related role ambiguity are presented and discussed. Answers to the first research problem statement were sought by examining data on the responses of teacher interns to the four derivative sub-problems identified in chapter III. The analysis of interview data included in this chapter provides insight into important sources of perceived role ambiguity.

A. THE NATURE OF ROLE AMBIGUITY OF TEACHER INTERNS.

1.1 *What are the perceptions of teacher interns concerning selected aspects of their job?*

Respondents were requested to indicate the extent to which certain conditions existed in their job by answering all sixteen items on role ambiguity (Appendix I) using a 6-point scale ranging from always (six) to never (zero). Their responses appear in Table 5.1 below.

Table 5.1 shows the mean scores of respondents for the three Role Ambiguity factors. The general picture emerging from data on Table 5.1 suggests that most interns reported very low levels of role ambiguity for most of the role ambiguity factors. For example, the smallest mean score for role ambiguity factors was 3.487 for "Feedback" and the overall mean score for role ambiguity was 4.622 out of a possible maximum score of 6. The other role ambiguity factors ("Role Expectations" and "Responsibilities") had mean scores greater than the overall mean score. However, an item by item examination of the responses shows that some interns had reported fairly high levels of ambiguity on some items. These areas of perceived high role ambiguity require further examination.

Table 5.1

Perceptions of Teacher Interns Concerning Role Ambiguity Factors of Role Expectations, Responsibilities and Feedback (N=40)

Factor	Mean	Std dev
1. Role Expectations	4.702	1.00
2. Responsibilities	4.856	0.98
3. Feedback	3.487	0.99

B. AREAS OF PERCEIVED HIGH ROLE AMBIGUITY.

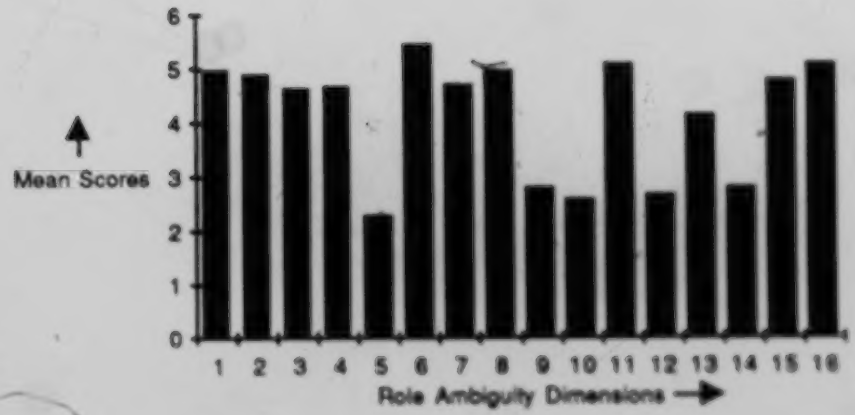
1.2 *On which issues were teacher interns experiencing higher levels of role ambiguity?*

A look at Table 5.1 which gives the mean scores of the responses of interns to three role ambiguity factors shows that there were no salient areas of perceived high role ambiguity reported by the respondents. However, a closer examination of these responses reveals evidence of role ambiguity which is not immediately discernible from the mean scores presented in Table 5.1. These areas of high role ambiguity are evident from Figure 3 which provides a graphic picture of the mean scores of interns on their perceptions of sixteen role ambiguity dimensions. The sixteen items reflected in Figure 3 appear in Appendix I.

Item analysis showed that some interns had identified several important areas of perceived role ambiguity. For example, 17.5 percent of the respondents who answered item 5 reported that they were "Always" uncertain about who to report to at work, while 2.5 percent said they "Often" and 5 percent answered that they "Sometimes" did not know who to report to. These data indicate that at least 25 percent of the respondents had reported lack of role clarity on this dimension.

Another important area where a fairly large number of interns reported experiencing high levels of role ambiguity was supervision and supervisory feedback. Four items out of the sixteen items on the questionnaire sought information on this area.

Figure 3. Perceptions on Teacher Interns Concerning Selected Facets of Role Ambiguity (N=40)



Data obtained from responses on the four items are presented in Table 5.2

As indicated in Table 5.2, the number of respondents who reported that they "Sometimes", "Frequently", "Often" and "Always" did not know whether supervisors would find their work acceptable were 25.0, 2.5, 15.0 and 2.5 percent (a total of 45 percent), respectively. Similarly, 45 percent of the respondents reported that they were "Sometimes" (25.0), "Frequently" (5.0), "Often" (12.5), and "Always" (2.5) uncertain about how they will be evaluated. Thus, on these items, at least 45 percent of the respondents expressed some concern about how they were evaluated. Table 5.2 also shows that 35 percent of the respondents had indicated that they did not regularly receive feedback from their supervisors, while 17.5 percent reported that they received feedback when not expected. These results further indicate that many interns were unable to predict when or whether they were going to get feedback on their work or the type of feedback to be expected.

Interview data also corroborated findings from analyses of questionnaire data. According to interview data 50 percent of interviewees, that is 5 out of 10, reported that

Table 5.2

Perceptions of Teacher Interns Concerning Selected Dimensions of Supervision (N=40)

	Never	Rarely	Sometimes	Frequently	Often	Always
Value	1	2	3	4	5	6
Item 9: Uncertain about acceptability of my work.						
Frequency	3	19	10	1	6	1
Percentage	7.5	47.5	25.0	2.5	15.0	2.5
Item 12: I am uncertain about how I will be evaluated.						
Frequency	11	10	10	2	5	2
Percentage	27.5	25.0	25.0	5.0	12.5	5.0
Item 13: I receive feedback on how I do my work.						
Frequency	1	5	8	8	12	6
Percentage	2.5	12.5	20.0	20.0	30.0	15.0
Item 14: I receive feedback when I do not expect it.						
Frequency	5	12	14	2	6	1
Percentage	12.5	30.0	35.0	5.0	15.0	2.5

were not getting enough supervisory support. The areas which the interviewees complained most that they were not getting sufficient support included extra curricular activities, student counselling, and holding parent-teacher conferences. All the five interviewees from the interview sample also concurred that general classroom observation was very inadequate. One junior high school intern summed up the general feeling among these interviewees when she said:

> She (supervisor) doesn't usually offer help or suggestions unless I ask her. Perhaps its all my fault that I don't ask her as often... because I know that if I did, she would always cooperate. I know I can always do with more input especially in music, classroom management, discipline and extra-curricular activities. I want to know how I progress... I think we should hold regular reviews of my work.

Similar sentiments were expressed by the other interviewees who had expressed satisfaction with the frequency of supervisory visits but not supervisory feedback. Accordingly, the general feeling of most interviewees was that although they were

supervised or observed in class, they were otherwise not provided with feedback following supervisory visits or other class observations. For example, one Botswana teacher intern complained that although her supervisor always sat in her class, "She doesn't tell me at the end of the lesson how I was doing. I don't even know for sure how she feels about my teaching."

Lack of feedback emerged as the greatest concern in all the interviews. The interns expressed general concern and anxiety about feedback on their performance. The prominence of feedback as a focus of concern for the interns is also evident from the mean scores shown in Table 5.1 which clearly shows that of all Role Ambiguity items, "Feedback" had the smallest mean score.

The results reported here confirm similar findings by Fuller&Manning (1980) who reported that four out of six interns in the interview sample (part of a large interview sample of eight beginning teachers and six interns) had complained that they taught without adequate supervision. The results in Table 5.2 also indicate that a large number of interns had also reported that they taught without adequate supervision. The interns also complained that when supervision and feedback were provided, they often received feedback when not expected.

As a result of lack of or insufficient information about their performance, these interns could not easily predict the consequences or responses of supervisors to their behaviour. Kahn et al. (1964:189) agreed that role ambiguity results from, among other things, "uncertainty about the way in which one's supervisor evaluates one's work." Uncertainty about a situation due to inadequate or lack of work-related information is generally cited as an indication of role ambiguity. For example, Brown (1976) reported his failure to easily predict the consequences or responses of others to one's behaviour is also a clear indication of role ambiguity.

C. AREAS OF LOW ROLE AMBIGUITY.

1.3 *On which issues were teacher interns experiencing lower levels of role ambiguity?*

As shown in Table 5.1 and Figure 3, most respondents reported high mean scores on role ambiguity dimensions indicating that they experienced very little or no role ambiguity in these areas. Seven areas of low role ambiguity emerged from an item by item analysis of the data. Table 5.3 provides detailed information about the responses recorded for these seven items. Data presented on Table 5.3 indicate that 85 to 90 percent of the respondents reported experiencing low role ambiguity with respect to items 1, 2, 6, 8, 11, 15 and 16 which received 87.5, 85, 89.5, 87.5, 90, 82.5 and 87.5 percent of responses respectively, compared to 10-15 percent of the respondents who reported perceptions of high role ambiguity for the same items.

Evidence from interview data corroborated most of these findings. For example, nine of the ten interviewees reported overall satisfaction with the amount of "Responsibilities" they had and also with their level of involvement in school activities. This indicates that these interns were conscious of the scope of their "Responsibilities" and involvement in the school although some of them also complained that they were not given enough authority where the grading of students was concerned. Thus although the interviewees said that they were clear about their "Responsibilities" and involvement in the school, they also felt that their levels of organisational responsibility and involvement was considerably low. This means that the interviewees knew exactly what their "Responsibilities" and level of involvement were, but were generally displeased with the magnitude or level and not the clarity of assigned "Responsibilities" and involvement.

In response to the question "How much authority do you have?", five of the ten interviewees reported that they were uncertain. The areas where uncertainity about authority was often experienced included rating students and teaching load. Three of the five interns reported that when they rate student achievement, their grades are moderated

by supervisors. The other two said that they were not allowed to grade students. One of the interviewees explained her frustration as follows;

> At times I am not so sure about how much authority I have in this school. I am here because I need the experience and yet I find that at times I am denied this opportunity. My grades, for example, are changed by my supervisor. Its dampening. Sometimes it makes me feel like a student teacher except that I get a full load.

Table 5.3

Perceptions of Teacher Interns Concerning Areas of Low Role Ambiguity (N=40)

Value Label:	Never	Rarely	Sometimes	Frequently	Often	Always	Total
Value:	1	2	3	4	5	6	
Item 1: I am certain about my responsibilities.							
Frequency:	1	-	4	4	17	14	40
Percentage	2.5	-	10.0	10.0	42.5	35.0	100
Item 2: I know exactly how much authority I have.							
Frequency:	1	1	4	2	20	12	40
Percentage:	2.5	2.5	10.0	5.0	50.0	30.0	100
Item 6: I know exactly where to go for help.							
Frequency:	-	2	2	1	6	29	40
Percentage:	-	5.0	5.0	2.5	15.0	72.5	100
Item 8: My working relationships with colleagues are clear.							
Frequency:	-	1	4	6	14	15	40
Percentage:	-	2.5	10.0	15.0	35.0	37.5	100
Item 11: I have clear goals and objectives for my work.							
Frequency:	1	-	2	4	17	15	39
Percentage:	2.5	-	5.0	10.0	42.5	37.5	97.5
Item 15: I am aware of my rights and privileges.							
Frequency:	2	-	5	3	17	13	40
Percentage	5.0	-	12.5	7.5	42.5	32.5	100
Item 16: My terms and conditions of service are clear to me.							
Frequency:	2	-	2	3	14	18	39
Percentage:	5.0	-	5.0	7.5	35.0	45.0	97.5

Similar concerns raised by interns were also reported by Carruthers (1986:200) who quotes one of the interns in his sample as saying "'I had the load, yet sometimes I didn't feel I had the authority.'" Carruthers (1986) also reported further evidence indicating that interns were not allowed to rate student progress.

D. BETWEEN GROUP DIFFERENCES.

1.4 *What is the relationship between role ambiguity and selected background variables of respondents?*

The main background variables of respondents investigated were size of school, sex and school level taught. School levels were collapsed into elementary and secondary and size of school into small and large schools. A t-test was computed to determine whether there was a significant between group difference. The results of the t-test analysis did not produce significant differences for all three ambiguity factors for the respective categories of respondents.

However, a t-test analysis of the responses of secondary and elementary interns on Factor 2 ("Responsibilities") produced a statistically significant between group difference. Table 5.4 shows the mean scores of teacher interns classified by level of school taught. As indicated in Table 5.4, a mean score for elementary school interns of 5.085 for

Table 5.4

T-test Analysis for Mean Scores for Three Role Ambiguity Factors for Interns Classified by Level of Grade Taught (N=40)

Factor	Level of Grade Taught		t	p
	Elementary mean	Secondary mean		
1. Role Expectations	4.890	4.353	1.65	0.11
2. Responsibilities	5.085	4.430	2.10	0.04*
3. Feedback	3.440	3.571	-0.39	0.70

* indicates statistically significant value at 5 percent level.

"Responsibilities" was significantly higher than the corresponding mean score of 4.430 for secondary school interns. A t-test used to determine whether the between group difference was significant produced a t-value of 2.10 and a corresponding p-value of 0.043. This indicates a statistically significant difference at the 5 percent level. The results obtained from this t-test analysis of the responses of elementary and secondary school interns suggest that perceptions of "Responsibilities"-related role ambiguity is affected by the level of school taught by the respondent. However, no statistically significant differences were obtained from the responses of interns classified according to either sex or size of school. This indicates that perceived role ambiguity was independent of gender and size of school.

D. SUMMARY

Findings on the nature of perceived role ambiguity were presented and analysed in this chapter. Data on relationships between perceived role ambiguity and selected background variables were also presented.

The findings show that there were more areas of perceived low role ambiguity than high role ambiguity. In fact the overall picture which emerges from analyses of these data indicates that there was relatively low role ambiguity reported by the interns. The areas in which respondents generally experienced low role ambiguity were Factor 2 "Responsibilities", and Factor 1 "Role Expectations". However, insight gained from analysis of interview data revealed that respondents discriminated between role clarity and role adequacy. To this end, interviewees reported that although their "Responsibilities" and nature of involvement in organisational activities were generally clear, they still considered them as inadequate.

Areas of perceived high role ambiguity were supervision and performance feedback. During factor analysis, items on supervision loaded under Factor 1 ("Role Expectations") and Factor 3 ("Feedback"). "Feedback" produced the lowest mean score

indicating perceived high ambiguity for this factor while "Role Expectations" produced the second lowest mean score. Interview data which generally supported this finding also provided further insight on the perceptions of interns. Analysis of interview data revealed that although supervision or class observations were generally done, the interviewees felt that they did not receive enough feedback. Kahn et al. (1964) and Pines (1981) reported that lack or inadequacy of feedback is a general indicator of role ambiguity. However, performance feedback is also reported to be linked to job satisfaction (Pigge and Lovett, 1985, and Walsh et al., 1983).

Finally, the results of a t-test analysis revealed that there were no statistically significant differences between the perceptions of interns grouped according to gender and size of school, while perceived role ambiguity for interns grouped by level of grade taught produced statistically significant differences at the 0.05 level.

Chapter VI

NATURE OF JOB PERFORMANCE OF TEACHER INTERNS

In this chapter both qustionnaire and interview data on job performance of teacher interns are presented and analysed accordingly. An attempt will be made here to provide answers to the second research problem by examining responses to five sub-problems. The chapter is divided into five major sub-sections corresponding to the five sub-problem areas.

A. SELF-APPRAISALS OF JOB PERFORMANCE.

2.1 *How do teacher interns rate their job performance?*

Column A of Table 6.1 shows mean rating scores of teacher interns evaluating their own performance. This type of self-appraisals are referred to by Lawler and Porter (1976) as "subjective-self" performance evaluations which reflect the perceptions of interns on how well they do on selected dimensions of the job. Also displayed in Column A are the corresponding standard deviations for these ratings.

Using a 5-point performance rating scale ranging from 1 (poor) to 5 (exceptional), the interns recorded an overall average score of 3.75. This indicates that the interns perceived their performance as very good. The highest mean score recorded was 4.28 for item 28, "Maintains good rapport with superiors", followed by item 14, "Empathy for students" with a mean score of 4.25 and item 22, "Maintaining good rapport with colleagues" with a mean score of 4.23.

Column A also shows that the lowest mean score was 2.76 for item 20, "Participation in community activities". Most respondents felt that their levels of participation in community activities were very low. The next lowest mean score (3.12)

Table 6.1

Comparison of Mean Scores for Teacher Interns and Supervising Teachers for Selected Job Performance Dimensions of Teacher Interns (N=80)

Item No.	Item Statement	A Interns mean	B Supervisors mean	C t	D p	E r
1.	Preparation of long- and short-term plans.	3.65	3.87	1.50	0.14	0.320*
2.	Appropriateness of objectives.	3.65	3.85	1.17	0.25	0.320*
3	Suitability of students activities.	3.95	4.13	1.06	0.29	0.154
4.	Keeping accurate records.	3.85	4.00	0.88	0.38	0.444*
5.	Coordinates with colleagues in lesson planning.	4.15	4.23	0.46	0.65	0.127
6.	Reinforcing students.	4.10	4.05	-0.29	0.77	0.400*
7.	Appropriateness of learning activities.	3.78	3.93	0.82	0.41	0.400*
8.	Class management and control.	3.63	3.70	0.40	0.69	0.502*
9.	Deals with individual differences and needs of students.	3.60	3.80	1.25	0.22	0.190
10	Appropriateness of questioning techniques.	3.40	3.65	1.55	0.13	0.471*
11.	Suitability of learning materials and examples.	3.83	4.05	1.58	0.12	0.085
12.	Appropriateness of lesson introduction and closure.	3.58	3.80	1.19	0.24	0.129
13.	Ingenuity and innovativeness.	3.53	3.88	1.81	0.07	0.330*
14.	Shows empathy for students.	4.25	4.25	0.00	1.00	0.423*
15.	Student counselling.	3.49	3.77	1.62	0.11	0.384*
16.	Consistence and fairness.	3.85	4.23	2.54	0.13*	0.255
17.	Involves parents in learning of kids.	3.61	3.62	0.05	0.96	0.245
18.	Holding parental conferences.	3.12	3.50	1.64	0.11	0.473*
19.	Student supervision.	4.05	4.00	-0.26	0.80	0.534*
20.	Participation in community activities.	2.76	3.74	3.96	0.00*	0.225
21.	Participates in development and implementation of school policies and procedures.	3.18	3.62	2.10	0.04*	0.114
22.	Maintains good rapport with colleagues.	4.23	4.31	0.51	0.61	0.380*
23.	Shows initiative.	3.95	4.08	0.69	0.49	0.262
24.	Leadership qualities.	4.13	4.23	0.59	0.56	0.305
25.	Assists with extracurricular activities.	3.88	4.08	0.81	0.42	0.555
26.	Reflects and acts on supervisory activities.	4.05	4.38	2.30	0.24*	0.274
27.	Ability to make independent decisions.	4.03	4.03	0.00	1.00	0.216
28.	Maintains good rapport with supervisors.	4.28	4.33	0.35	0.73	0.217
29.	Develops own teaching methods.	3.83	4.03	1.16	0.25	0.181
30.	Ability to make friendship with colleagues.	3.98	4.20	1.22	0.23	0.532*

* indicates value is statistically significant at the 5 percent level.

was recorded for item 18, "Holding parental conferences", followed by item 3.18 for item 21, "Participation in development of school and jurisdiction policies and procedures."

The first three job performance dimensions which received the highest mean rating

scores involve elements of interpersonal relationships. The same items also loaded together under Factor 1 ("Interpersonal Relationships") during factor analysis. According to Table 6.2, "Interpersonal Relationships" had the highest mean score of all the four job performance factors. The interns' high preference for "Interpersonal Relationships" or idiographic dimensions of their job may reflect feelings of job insecurity which may motivate them to build positive relations with other organisational members with the hope of improving their chances of being asked back the following year. There was enough evidence from interview data to support this analysis. For example, one junior high school intern made the following

Table 6.2

Comparison of Mean Scores of Teacher Interns and Supervising Teachers on Four Job Performance Factors (N=80)

Factor	A Interns Mean score	B Supervisors Mean score	C t	D p	E r
1. Interpersonal Relationships	3.997	4.171	1.95	0.06	0.52*
2. Personal Development	3.723	3.954	2.27	0.03*	0.463*
3. Planning and Teaching Skills	3.684	3.869	1.90	0.06	0.367*
4. Parent/Community Relationships	3.663	3.796	1.00	0.32	0.296

* indicates value is statistically significant at 5 percent level.

observation when asked by the researcher to explain what motivated her on the job,

> I also work hard because its important to me ... especially for future job reference. Working with kids also keeps me going, its very challenging. But come to think of it! Job security probably ranks as the most important thing that makes me work this hard. I have to impress them hoping to be asked back next year. It is therefore important to me to build good relations with them, some form of PR.

The comment above is typical of the many responses given by the interviewees concerning their perceptions of job security. All the interns in the interview sample agreed that job security was a strong motivator. The interviewees also attributed their hardworking

to perceived organisational pressure coming from supervisors and the principal. The quotation below from one elementary intern reflects the feelings of most interns concerning perceived organisational pressure:

> They don't have to say it right in your face. They show it especially the principal and my supervising teacher. You can see they want you to do more. The emphasis is on performance all the time.

House and Rizzo (1972) reported that formal organisational practices and task-oriented leadership was inversely related to role ambiguity such that reduced role ambiguity is experienced when a leader is high on task (nomothetic) and increased ambiguity results from idiographic leadership. To this end, the interns' perceptions of organisational pressure from principals and supervising teachers seem to indicate reduced perceived role ambiguity.

B. RELATIONSHIP BETWEEN SELF-APPRAISALS AND SELECTED BACKGROUND VARIABLES.

2.2 *What is the relationship between subjective self-appraisals of job performance and selected background variables?*

The three background variables selected for investigation were sex, level of grade taught by the intern, and size of school. The results from analyses of the three background variables are shown in Tables 6.3, 6.4 and 6.5. As indicated in Table 6.3, there were no statistically significant differences between self-rating mean scores of male and female interns for all items analysized according to gender. Similar results were obtained from t-test analyses of mean scores of interns grouped according to level of grade taught (Table 6.4). The results presented in Tables 6.3 and 6.4 suggest that job performance perceptions of teacher interns were not affected by either the gender of the respondents or level of grade taught. However, a statistically significant difference was obtained for a t-test analysis of mean performance rating scores of interns classified according to size of school. As indicated in Table 6.5 below, teacher interns in large schools rated themselves

Table 6.3

T-tests for Mean Scores of Teacher Interns Grouped According to Sex (N=40)

Factor	Sex		t	p
	Male (N=8) Mean	Female (N=30) Mean		
1. Interpersonal Relationships	3.958	4.019	-0.38	0.709
2. Personal Development	3.894	3.685	0.99	0.331
3. Planning and Teaching Skills	3.594	3.721	-0.63	0.535
4. Parent/Community Relationships	3.438	3.722	-0.92	0.362

Table 6.4

T-tests for Mean Scores of Teacher Interns Classified According to Teaching Level (N=40)

Factor	Teaching Level		t	p
	Elementary Mean	Secondary Mean		
1. Interpersonal Relationships	4.043	3.913	0.81	0.423
2. Personal Development	3.718	3.733	-0.08	0.935
3. Planning and Teaching Skills	3.745	3.571	1.25	0.302
4. Parent/Community Relationships	3.654	3.679	-0.09	0.920

higher on Factor 4 ("Parent/Community Relationships") than their counterparts in small schools. The mean scores for interns in large and small schools were 3.991 and 3.594, respectively. These mean scores produced a t-value of -2.67 and a p-value of 0.011 indicating a significant difference beyond the 5 percent level. There was no statistically significant difference between the responses of the interns for the other three factors.

Table 6.5

T-tests for Mean Scores of Teacher Interns Classified by Size of School (N=40)

Factor	School Size		t	p
	Small Mean	Large Mean		
1. Interpersonal Relationships	3.900	4.006	-0.80	0.920
2. Personal development	3.742	3.700	0.25	0.804
3. Planning nd Teaching Skills	3.676	3.694	-0.11	0.911
4. Parent/Community Relationships	3.394	3.991	-2.67	0.011*

* indicates value is statistically significant at the 5 percent level.

C. SUBJECTIVE SUPERVISOR-APPRAISALS.

2.3 *What are the perceptions of supervisors on job performance of teacher interns?*

The overall mean performance score recorded by supervising teachers was 3.947. As indicated in Table 6.2, the performance ratings of teacher interns by supervising teachers were generaly higher than corresponding self-appraisals for all four job performance factors. The lowest mean performance score was 3.788 for "Parent/Community Relationships", and the highest mean score was 4.171 for "Interpersonal Relationships".

D. RELATIONSHIP BETWEEN SUPERVISOR-APPRAISALS AND SELECTED BACKGROUND VARIABLES.

2.4 *What is the relationship between subjective supervisor performance ratings of interns and selected background variables?*

A t-test analysis was used to explore the differences between performance ratings of male ad female and elementary and secondary supervising teachers, and also between

supervising teachers in small and large schools, and to determine the levels of significance between the ratings. Data displayed in Table 6.6 shows that male supervising teachers rated teacher interns more favourably than female supervising teachers. A t-test analysis of these differences in rating scores between male and female supervising teachers produced statistically significant differences for 'Personal Development' and 'Planning and

Table 6.6

T-tests for Mean Supervisor Appraisal Scores for Job Performance of Teacher Interns Grouped According Sex (N=80)

Factor	Sex		t	p
	Male (N=47)	Female (N=33)		
Interpersonal Relationships	6.457	6.152	1.78	0.77
Personal Development	6.389	5.997	2.01	0.047*
Planning and Teaching Skills	6.338	5.791	2.65	0.010*
Home/Community Relationships	5.938	5.788	0.73	0.47

* indicates value is statistically significant at the 0.05 level

Teaching Skills'. These results were generally congruent with those obtained from a t-test analysis of mean scores for supervisor appraisals for all duty performance dimensions taken twice-yearly. Figure 6 provides a graphical representation of the mean responses of female and male supervising teachers. As indicated in Figure 6, male supervising teachers consistently rated teacher interns more favourably than their female counterparts.

A t-test comparison for mean performance scores of secondary and elementary school supervising teachers showed that there was no statistically significant difference in the rating scores of the two groups. Similarly, there was no statistically significant difference between the mean scores for supervisors classified by size of school

[illegible]

[illegible]

F. SUMMARY

Findings on the nature of job performance of teacher interns were presented and discussed in this chapter. Perceived job performance of teacher interns was determined from performance ratings of both supervising teachers and interns. The mean scores of supervisors and interns were analyzed to determine the levels of agreement or disagreement of perceptions on interns' performance between the two groups. Various statistical techniques including t-tests and correlation analyses were used.

The results reported in this chapter show that the mean scores of teacher interns were generally lower than those for supervising teachers on all thirty performance dimensions. Similar results were obtained from an examination of mean responses of supervisor and interns to four job performance factors. Corroboration between the two results provide strong evidence indicating that perceptions of supervising teachers were consistently different from those of interns and that supervising teachers rated the performance of interns more favourably than interns rated themselves.

A t-test analysis used to determine the extent of reported differences in perceptions between interns and their supervisors confirmed that performance appraisals of supervising teachers were significantly higher for "Personal Development" than those of the interns. The results presented in this chapter also show that mean scores of the two groups were positively correlated, and that most of the correlations were statistically significant.

Chapter VII

THE NATURE OF JOB SATISFACTION OF TEACHER INTERNS

This chapter presents and analyzes data on perceptions of teacher interns concerning job satisfaction. Both questionnaire and interview data are examined to determine the nature of job satisfaction experienced by teacher interns. To this end, an attempt was made to provide answers to the third problem statement. To achieve this, data on the perceptions of interns to three sub-problems was examined with the aid of various statistical techniques.

A. FACET SATISFACTION

3.1 *Which job facets are significant predictors of job satisfaction?*

Table 7.1 shows the respondents' mean scores for each of the twenty job satisfaction facets and a general satisfaction scale from the Minnesota Satisfaction Questionnaire (MSQ) instrument. The mean scores for the twenty-one satisfaction scales were compared with MSQ normative data for teachers. As indicated in Table 7.1; the research sample scored substantially lower than the MSQ norm group on all the scales except for Facet 6 "Company policies and practices" where sample mean score was slightly higher than the norm group. The mean scores presented in Table 7.1 were also rank ordered to determine facets of greater or lesser satisfaction.

Weiss et al. (1967:4-5) recommended ranking as one way of interpreting the MSQ raw data because "rankings indicate areas of relatively greater, or lesser, satisfaction." The results from ranking of responses shows areas of greatest satisfaction as "Independence", followed by "Achievement", "Supervision - Human Relations", "Co-workers" and, "Creativity" with corresponding mean scores of 22.23, 20.25, 20.04, 19.98, and 19.90,

Table 7.1

A Comparison of Mean Scores of Research Sample with Established MSQ Norm Group (N=40)

Item No.	Job Facet	Sample		Norm Group	
		Mean	Rank	Mean	Rank
1.	Ability utilization	19.25	10	21.08	8
2.	Achievement	20.25	2	21.47	5
3.	Activities	19.52	8	20.75	12
4.	Advancement	10.77	18	19.13	16
5.	Authority	16.38	17	18.95	17
6.	Company policies and practices	17.83	14	17.60	20
7.	Compensation	9.35	20	18.92	19
8.	Co-workers	19.98	4	21.47	6
9.	Creativity	19.90	5	21.83	3
10.	Independence	18.88	12	20.52	2
11.	Moral values	20.23	1	21.42	14
12.	Recognition	17.65	15	19.46	7
13.	Responsibility	19.48	9	20.90	15
14.	Security	10.06	19	20.53	13
15.	Social service	19.65	7	22.08	1
16.	Social status	16.82	16	18.78	18
17.	Supervision - Human Relations	20.04	3	21.74	9
18.	Supervision - Technical	19.75	6	21.39	9
19.	Variety	19.08	11	20.88	10
20.	Workingconditions	18.88	13	20.75	11
21.	General satisfaction	70.94		82.14	

respectively. An examination of Table 7.1 also shows areas of least satisfaction as 'Social Status","Authority","Advancement", "Security", and "Compensation". The corresponding mean scores for these five facets were 16.82, 16.38, 10.77, 10.06, and 9.35, respectively. Facets of least satisfaction also appear very prominently in Figure 6 which provides a graphical representation of the comparison between sample scores and job facet satisfaction norm of the Minnesota Satisfaction Questionnaire. Figure 6 shows items 4, 7, *14 and 16 as areas of lesser* satisfaction. These items correspond to MSQ job satisfaction facets: Advancement, Compensation, Security and Social Status, respectively. Advancement refers to chances for advancement on the job, and Compensation refers to compatibility of salary with amount of work done, while security refers to job tenure and

Social Status to how prestigious your job is viewed in society.

A Spearman rank correlation was used to determine the extent of the relationship between ranked sample and established norm mean scores from Table 7.1. A Spearman correlation coefficient of 0.86 was obtained indicating a statistically significant relationship beyond the 5 percent level between the sample and norm rankings. Accordingly, there is a very close correspondence between facet selections made by the teacher interns and those of the norm group. However, Figure 6 clearly shows that interns scored consistently lower than the norm group on all the job facets. This indicates that interns were generally more dissatisfied with these job facets than the norm group.

Figure 6 further shows that interns were very dissatisfied with four job facets: Advancement, Compensation, Security, and Social Status. These areas also emerged as areas of great concern among interviewees.

Interview data provides insight into the interns' perceptions of job satisfaction as well as offers support to questionnaire data above. For example, when interviewees were asked by the researcher, "What factors motivate you in your work?", the following three factors were mentioned by most respondents: staff support, students, and positive feedback. However, job security was reported as the single most important motivator by the interview sample. One senior high school intern reported that

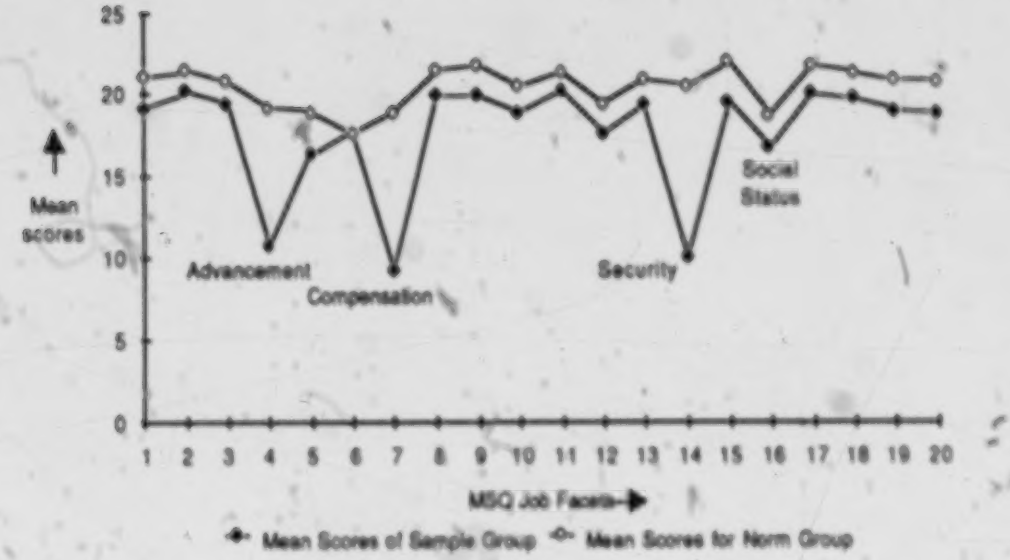
> I find a steady pay cheque motivating especially soon after leaving university. Working with kids is challenging too and I enjoy it. I think it's the idea of being a role model for my kids, and also the feeling I get from seeing my kids make progress which excites me because it brings great sense of accomplishment... However, I think job insecurity is by far the most significant factor. I know that anything I do in this school has a direct bearing on whether I will be asked back next year or not. I have to make a good impression because my chances of getting a job depend very much on how I handle myself as an intern.

Another interviewee reported that her colleagues treated her very well: "The way other teachers treat me is very encouraging. They see me as a teacher *and not an intern* in spite of the way in which the principal introduced us when we first came here." This view was echoed by seven of the ten interviewees who reported that the cooperation, support

and understanding generally shown by colleagues was a great help.

Interviewees were also asked to list factors they saw as demotivators. Some of the factors commonly picked out by the respondents include salary, social status, and the fact

Figure 6. Comparison of Sample Group with Established MSQ Norms on Job Satisfaction (N=40)



that time spent as an intern is not considered for tenure or salary purposes. Job security was again chosen by all interns as an important demotivator together with pay indicating job security acted as both a motivator and demotivator. Some interns from the larger sample even wrote unsolicited additional comments on the questionnaire expressing great dissapointment with these two aspects of their job. A typical example of these comments comes from an elementary female intern who wrote at the back of the MSQ that: "I am somewhat concerned that this questionnaire does not ask for room for comments. My major concern with this job is that there is very little job security."

Of the ten interviewees, eight complained that the rewards received did not match either their qualifications or the amount of work done. But when asked to evaluate their

workload, four interns expressed satisfaction with the amount of work they were doing, another four complained of excessive workloads, while two felt disillusioned because they had very little to do. For example, one of the under-utilized interns reported that "There are times when I feel guilty taking home a pay cheque that I didn't work for." The peception of a mismatch between rewards and work done was expressed by all interviewees even those who had initially expressed satisfaction with workload. The quotation below from one junior high school intern illustrates a general sense of disappointment expressed by the interviewees: "I get a full load just like a regular teacher but I don't get the pay. In addition I don't get the credit and the full authority of a teacher."

Similar findings were reported by Carruthers (1986) who noted that some of the interns from his interview sample had complained of overload, low pay and insufficient feedback from supervisors.

A multiple stepwise linear regression was then used to determine the extent to which twenty MSQ job facets were statistically significant predictors of job satisfaction of teacher interns. As indicated in Table 7.2, six job facets emerged from the regression

Table 7.2

Multiple Stepwise Linear Regression Analysis for Prediction of Job Satisfaction for Teacher Interns From MSQ Job Facets (N=40)

Factor	Multiple R	R^2	Percentage Contribution	F
Ability Utilization	0.8604	0.7402	74.02	0.860
Supervision - Human Relations	0.9131	0.8338	9.36	0.738
Moral Values	0.9414	0.8863	5.25	0.785
Advancement	0.9619	0.9252	3.89	0.299
Authority	0.9755	0.9516	2.64	0.543
Activities	0.9809	0.9621	1.05	0.773

equation as *statistically significant* predictors of job satisfaction. However, the major significant predictor variable was Ability Utilization which alone accounted for 74.02

percent of the variance in job satisfaction. The other significant predictor variables shown in Table 7.2 contributed 22.19 percent of the variance in job satisfaction. The remaining job facets were not statistically significant predictors of job satisfaction possibly because of strong inter-correlations between statistically significant predictors and these facets (Appendix III).

The Pearson product-moment correlation coefficients in Table 7.2 indicate the magnitude and direction of the relationship between predictor and the criterion variables. Large correlation coefficients indicate strong relationships, and low values suggest weak relationships. All the coefficients on Table 7.2 are positive, indicating that criterion and predictor variables vary together.

B. OVERALL JOB SATISFACTION

3.2 *To what extent do teacher interns experience overall job satisfaction?*

As indicated in Table 7.1, the sample mean scores for the general satisfaction scale are generally lower than for the established norm for teachers. This indicates that the interns in the research sample expressed less overall satisfaction than MSQ norm group. The low rating of overall satisfaction reported by the interns is also evident when their scores for the 21 MSQ scales are converted to percentiles to allow for comparison with the norm group (Table 7.3) as suggested by Weiss et al. (1967). According to Weiss et al. (1967:4), "the most meaningful scores to use in interpreting the MSQ are the percentile scores obtained from the most appropriate norm group" using the MSQ normative data. The norm group used in this investigation was school teachers. The raw mean scores of the sample group were converted to appropriate percentiles using the MSQ table of normative data. According to Weiss et al. (1967:4) a percentile score on any scale indicates the sample group's relative position in the norm group so that a percentile score of, say, 10 for overall job satisfaction "indicates the percentage of people in the norm group with

Table 7.3

Comparison of Sample Percentile Scores for Job Satisfaction Facets with MSQ Normative Data (N=40)

MSQ Scale	Mean	Percentile
Ability Utilization	19.25	20
Achievement	20.25	40
Activities	19.52	35
Advancement	10.77	1
Authority	16.38	20
Company Policies and Practices	17.83	45
Compensation	9.35	5
Co-workers	19.98	35
Creativity	19.90	25
Independence	18.88	20
Moral Values	20.23	40
Recognition	17.65	25
Responsibility	19.48	30
Security	10.06	<1
Social Service	19.65	20
Social Status	16.82	20
Supervision - Human Relations	20.04	35
Supervision - Technical	19.75	30
Variety	19.08	30
Working conditions	18.88	15
General Satisfaction	70.94	10

scores equal to or lower than" the sample group's corresponding raw score. Conversely, a 10 percentile score also indicates that 90 percent of the norm group had reported higher levels of job satisfaction than the sample group.

C. BETWEEN GROUP DIFFERENCE

3.3 *What is the relationship between job satisfaction and selected background variables of teacher interns?*

Three background variables considered for investigation include sex, level of school taught (that is, elementary or secondary), and size of school. A *t*-test was used to determine the levels of significance of the differences between the groups for each of the twenty-one MSQ scales. Results of the *t*-test for mean scores by gender revealed that there was no statistically significant difference in reported levels of job satisfaction between male

and female interns for all the twenty-one MSQ scales except for facet 6, "Company policies and practices." For this facet, the mean score for female interns was 3.71 comapred to 3.08 for their male counterparts. This produced a t-value of -2.22 and p-value of 0.03 indicating a statistically significant difference at the 5 percent level.

A t-test analysis used to test the difference in facet satisfaction between elementary and secondary school interns did not produce statistically significant differences for all the 21 MSQ scales. This finding concurs with those reported earlier by Deaux (1974), Hill (1983), Holdaway (1978) and Rice (1978). For example, Hill (1983:3) concluded that there was no statistically significant difference "in overall satisfaction with work or in facet-specific dimensions of job satisfaction" between male and female teachers. Similarly, Holdaway (1978:103) reported that "the percentage of mention of aspects leading to overall satisfaction for teachers classified by grade level most commonly taught ... showed considerable similarity."

Another t-test analysis of mean scores between interns in small and large schools failed to produce statistically significant differences except for facet 9, "Creativity". Teacher interns in large schools recorded a mean score of 4.19 compared to 3.81 for those in small schools. A t-test computed for this observation produced a t-value of -2.09 and a p-value of 0.043 indicating a statistically significant difference at the 5 percent level. However, overall between group differences for the twenty-one MSQ scales indicate that there were generally no significant differences between the perceptions of the groups classified by gender, level of school and sizes of schools.

D. SUMMARY

Three kinds of data were presented and analysed in this chapter. Data on the nature of job facet satisfaction was presented and examined in section one in order to determine major predictors of job satisfaction from twenty MSQ job facets. The nature of overall job

satisfaction was explored in section two where normative data were used to ascertain levels of overall job satisfaction of the sample group. Finally, data presented in section three was analysed to determine the extent to which selected background variables affect perceptions of job satisfaction.

The results on the nature of facet satisfaction show that interns reported lower levels of facet satisfaction for all twenty job facets than the norm group. A rank order correlation used to determine whether ranked mean scores of the sample group and the established norm means were related produced a Spearman rank order correlation coefficient of 0.86. This indicates a statistically significant relationship between the ranked means of the two groups and further suggests a strong correspondence between the perceptions of the two groups.

The results of a stepwise multiple linear regression used to determine major predictor variables of overall job satisfaction show "Ability Utilization" as the most important predictor variable accounting for 74 percent of the variance in overall job satisfaction. Finally, the results of a t-test analysis of the possible effects of gender, size and level of school presented in this chapter indicate that these background variables were not statistically significant moderators of perceived job satisfaction.

Chapter VIII

RELATIONSHIPS BETWEEN AND AMONG RESEARCH VARIABLES

This chapter presents and discusses findings on possible relationships between and among the research variables. The main object of this chapter is to seek some answers to the fourth research question: *Are there relationships linking role ambiguity, job performance and job satisfaction, and what is the nature of these relationships?* Answers to this question will be sought by examining data on four derivative sub-problems.

A. NATURE OF THE RELATIONSHIP BETWEEN ROLE AMBIGUITY AND JOB SATISFACTION

4.1 *What is the nature of the relationship between role ambiguity and job satisfaction when job performance is statistically controlled?*

Answers to this question also related to testing of Hypothesis 1: *Teacher interns who experience a high degree of role ambiguity will be less satisfied with their work than those experiencing low role ambiguity.* In order to test this hypothesis, a t-test was used to test for differences in perceived job satisfaction of interns grouped according to their mean scores on role ambiguity.

A Pearson product-moment correlation analysis was used to explore the nature of the relationship between the two variables. Three role ambiguity factors were correlated with twenty-one MSQ scales to determine the magnitude, direction and significance of the relationships. Table 8.1 shows the the results of this correlation analysis. As indicated in Table 8.1, the correlations between role ambiguity factors and job satisfaction facets produced positive values. The most highly correlated job satisfaction facets were Ability Utilization, Activity and Recognition which produced statistically significant correlations with all role ambiguity factors.

Table 8.1

Pearson Product-Moment Correlation Coefficients Among Teacher Interns' Role Ambiguity Factor Scores and Job Satisfaction (N=40)

Job Satisfaction Facets	Role Ambiguity Fators			Overall Role Ambiguity
	A Role Expectations	B Responsibilities	C Feedback"	D
Ability Utilization	0.319*	0.364*	0.441*	0.416*
Achievement	0.277	0.399*	0.440*	0.407*
Activity	0.350*	0.382*	0.495*	0.445*
Advancement	0.062	0.020	0.105	0.050
Authority	0.235	0.143	0.364*	0.241
Company Policies and Practices	0.286	0.204	0.496*	0.326*
Compensation	0.178	0.070	0.363*	0.174
Co-workers	0.374*	0.355*	0.244	0.403*
Creativity	0.208	0.266	0.207	0.277
Independence	0.023	0.023	-0.032	0.022
Moral Values	0.227	0.327*	0.430*	0.347*
Recognition	0.419*	0.388*	0.596*	0.492*
Responsibility	0.273	0.351*	0.358*	0.373*
Security	0.120	0.111	0.070	0.118
Social Service	0.200	0.262	0.446*	0.303
Social Status	0.142	0.195	0.427*	0.231
Supervision - Human Relations	0.259	0.179	0.311*	0.271
Supervision - Technical	0.224	0.237	0.280	0.279
Variety	0.419*	0.437*	0.289	0.480*
Working Conditions	0.336*	0.133	0.353*	0.294
General Satisfaction	0.323*	0.293	0.498*	0.388*

* indicates value is statistically significant at the 0.05 level.

Role ambiguity Factor 3 ("Feedback") produced the largest number of statistically significant correlations with thirteen job satisfaction facets. All but one of these correlations between job satisfaction facets and role ambiguity factors were positive. This indicates that performance "Feedback" varies directly with job satisfaction facets so that an increase in "Feedback" received leads to, say, greater Ability Utilization or Achievement and so on. The other role ambiguity factors ("Responsibilities" and "Role Expectations") were significantly correlated with 8 and 7 job satisfaction facets, respectively. All the correlations were positive indicating that the variables varied together.

The high number of positive correlations between overall ambiguity and role

ambiguity factors with job satisfaction facets indicates that respondents who scored high on role ambiguity also scored correspondingly high on job satisfaction facets. According to the design of the Role Ambiguity instrument used in this study, a high score on role ambiguity dimensions indicates perceptions of low role ambiguity or high role clarity. Conversely, a low score on role ambiguity indicates perceptions of high role ambiguity or low role clarity. Accordingly, a positive correlation coefficient obtained for a Pearson product-moment correlation analysis of role ambiguity and job satisfaction indicates that the two variables vary together in such a way that high or low mean scores on role ambiguity items indicate correspondingly high or low mean scores on job satisfaction. Large correlation coefficient values indicate strong relationships and small scores weak relationships. Larger coefficient values also increase the probability of predicting the behaviour of one variable on the basis of how the other variable.

The overall nature of the relationship between role ambiguity factors (reversed scores) and job satisfaction facets generally indicates high positive correlations of statistically significant values. The magnitude and values of these correlations indicate a direct and positive relationship between the two variables. These findings also provide data for verification of Hypothesis 1.

Hypothesis 1. *Teacher interns who experience a high degree of role ambiguity will be less satisfied with their work than those experiencing low role ambiguity.*

In order to test this hypothesis, a t-test analysis was performed to test for the differences in job satisfaction between two groups of teacher interns classified according to whether their corresponding mean role ambiguity scores were below or above the sample mean score for role ambiguity. As indicated in Table 8.2, the mean scores of the two groups were significantly different on most job satisfaction facets as well as on overall job satisfaction.

Data presented in Table 8.2 shows that the difference between most job

Table 8.2

A T-test Analysis for Mean Scores of Teacher Interns on Job Satisfaction Classified According to their Role Ambiguity Mean Scores (N=40)

Job Satisfaction Facets	Gr 1=<Sample Mean		Gr 2=>Sample Mean		t	p
	Mean	Std Dev.	Mean	Std Dev.		
Ability Utilization	3.500	0.584	4.083	0.640	-2.92*	0.006
Achievement	3.650	0.630	4.317	0.510	-3.68*	0.001
Activity	3.497	0.657	4.175	0.548	-3.54*	0.001
Advancement	2.053	0.567	2.221	1.122	-0.55	0.585
Authority	3.025	0.484	3.442	0.527	-2.53*	0.016
Company Policies and Practices	3.323	0.615	3.735	0.755	-1.82	0.070
Compensation	1.544	0.544	2.058	0.797	-2.06*	0.046
Co-workers	3.713	0.949	4.183	0.578	-1.75	0.089
Creativity	3.688	0.637	4.175	0.487	-2.74*	0.009
Independence	3.207	0.731	3.825	0.794	-0.49	0.627
Moral Values	3.822	0.660	4.194	0.579	-1.88	0.068
Recognition	3.000	0.855	3.883	0.667	-3.66*	0.001
Responsibility	3.625	0.615	4.075	0.422	-2.75*	0.009
Security	1.941	0.620	2.058	0.740	-0.52	0.603
Social Service	3.638	0.646	4.125	0.583	-2.48*	0.018
Social Status	3.171	0.315	3.492	0.578	-2.26*	0.030
Supervision - Human Relations	3.775	0.579	4.164	0.671	-1.89	0.066
Supervsion - Technical	3.699	0.528	4.117	0.592	-2.28*	0.028
Variety	3.375	0.516	4.108	0.507	-4.45*	0.000
Working Conditions	3.438	0.727	4.000	0.613	-2.64*	0.012
General Satisfaction	3.274	0.414	3.729	0.444	-3.26*	0.002

* indicates value statistically significant at the 5 percent level.

satisfaction facet scores of the two groups were statistically significant at the 5 percent level. The results show that of fourteen job satisfaction facets which produced statistically significant differences between the scores of the two groups, Group 1 (with role ambiguity mean scores below sample mean scores) had scored significantly lower on these job satisfaction facets than Group 2. The mean scores on overall job satisfaction for the two groups were also significantly different beyond the 5 percent level. Accordingly, Group 1 which reported experiencing a high degree of role ambiguity as reflected by their mean role ambiguity scores were less satisfied with overall job satisfaction than those who

experienced low role ambiguity. The hypothesis 1 can be accepted at the 0.05 level of significance.

B. NATURE OF THE RELATIONSHIP BETWEEN SELF-APPRAISALS AND JOB SATISFACTION

4.2 *What is the nature of the relationship between self-appraisal of job performance and job satisfaction when other research variables are statistically controlled?*

A Pearson product-moment correlation analysis was used to explore the nature of the relationship between these two variables. The results of this analysis appear on Table 8.3 below. As shown in Table 8.3, all the correlation coefficients were positive indicating that the variables varied together. In addition, most of the coeffients were statistically significant at the 0.05 level. The job performance factor which showed the highest number of statistically significant correlations was "Interpersonal Relationships" which produced significant correlations with all but five of the job satisfaction facets. The next significantly correlated factor was "Personal Development" with fourteen significant correlations followed by "Planning and Teaching Skills" with twelve and, finally, "Parent/Community Relationships" with eleven statistically significant correlations.

An examination of the magnitude and direction of these correlations indicates that self appraisal of job performance was strongly related to job satisfaction and further suggests that interns who had rated their performance as very high also expressed high job satisfaction. However, some job satisfaction facets failed to produce statistically significant correlations with any of the job performance factors. These include "Advancement", "Compensation", "Security and Supervision - Technical". These facets also produced very low correlation coefficients indicating a weak relationship between them and job performance factors.

Similar results were obtained when the sample mean scores from self appraisals

were correlated with job satisfaction facets as indicated in Column 5 of Table 8.3. As indicated in Column 5, sample mean score for self appraisal produced statistically significant positive correlation coefficients with overall job satisfaction and most job satisfaction facets. However, sample self appraisal mean scores did not produce statistically significant values with "Advancement", "Compensation", "Security", and "Supervision - Technical". These job satisfaction facets also failed to produce statistically significant results when correlated with job performance factors as indicated in Table 8.3. This result is consistent with both questionnaire and interview data which also show that the same four job satisfaction facets had received substantially low ratings.

Table 8.3

Pearson Product-Moment Correlation Coefficients Among Factor Scores for Self-Appraisals and Job Satisfaction Facets (N=40)

Facets	Job Performance Factors				Overall Performance
	1	2	3	4	5
Ability Utilization	0.408*	0.383*	0.468*	0.344*	0.460*
Achievement	0.574*	0.501*	0.534*	0.604*	0.608*
Activity	0.459*	0.523*	0.487*	0.352*	0.527*
Advancement	0.160	0.012	0.018	0.229	0.107
Authority	0.441*	0.417*	0.302	0.303	0.428*
Company Policies and Pratices	0.346*	0.157	0.309	0.301	0.294
Compensation	0.251	0.023	0.016	0.132	0.112
Co-workers	0.367*	0.290	0.317*	0.404*	0.376*
Creativity	0.339*	0.533*	0.479*	0.476*	0.523*
Independence	0.108	0.320*	0.247	0.219	0.258
Moral Values	0.379*	0.392*	0.288	0.253	0.386*
Recognition	0.493*	0.438*	0.456*	0.570*	0.527*
Responsibility	0.478*	0.487*	0.468*	0.569*	0.554*
Security	0.214	0.053	0.007	0.048	0.111
Social Service	0.359*	0.287	0.283	0.271	0.337*
Social Status	0.491*	0.341*	0.325*	0.391*	0.441*
Supervision - Human Relations	0.406*	0.361*	0.400*	0.351*	0.434*
Supervision - Technical	0.154	0.116	0.174	0.205	0.174
Variety	0.475*	0.541*	0.550*	0.463*	0.586*
Working Conditions	0.423*	0.429*	0.451*	0.243	0.463*
General Satisfaction	0.510*	0.496*	0.476*	0.448*	0.555*

* indicates value statistically significant at the 0.05 level.

C. NATURE OF THE RELATIONSHIP BETWEEN SUPERVISOR-APPRAISALS AND JOB SATISFACTION

4.3 *What is the nature of the relationship between supervisor performance appraisals and job satisfaction when other research variables are statistically controled?*

The relationship between supervisor performance ratings and job satisfaction was explored using Pearson product-moment correlation analysis. As indicated in Table 8.4, two correlation analyses were obtained for supervisor appraisal of job performance factors with job satisfaction facets, and for overall scores for supervisor appraisal with job

Table 8.4

Pearson Product-Moment Correlation Coefficients Among Factor Scores for Supervisor-Appraisals and Job Satisfaction Facets (N=40)

Facets	Job Performance Factors				Overall Job Performance
	1	2	3	4	5
Ability Utilization	0.333*	0.218*	0.163	0.269	0.267
Achievement	0.398*	0.262	0.277	0.119	0.291
Activity	0.312*	0.183	0.132	0.190	0.228
Advancement	0.119	0.144	0.213	0.087	0.167
Authority	0.304	0.236	0.217	0.073	0.231
Company Policies and Pratices	0.196	0.109	0.213	0.301	0.193
Compensation	0.084	-0.016	0.101	-0.014	0.049
Co-workers	0.350*	0.336*	0.186	0.244	0.320*
Creativity	0.255	0.285	0.202	0.225	0.277
Independence	0.047	0.085	0.016	0.088	0.022
Moral Values	0.280	0.236	0.111	0.208	0.347*
Recognition	0.464*	0.342*	0.246	0.242	0.377*
Responsibility	0.341*	0.258	0.094	0.172	0.254
Security	0.164	0.098	0.180	0.085	0.149
Social Service	0.390*	0.299	0.220	0.292	0.333*
Social Status	0.319*	0.195	0.155	0.133	0.239
Supervision - Human Relations	0.304	0.311	0.298	0.255	0.328*
Supervision - Technical	0.111	0.127	0.102	0.078	0.126
Variety	0.358*	0.280	0.201	0.242	0.309*
Working Conditions	0.217	0.265	0.320*	0.196	0.280
General Satisfaction	0.398*	0.329*	0.292	0.288	0.369*

* indicates value statistically significant at the 0.05 level.

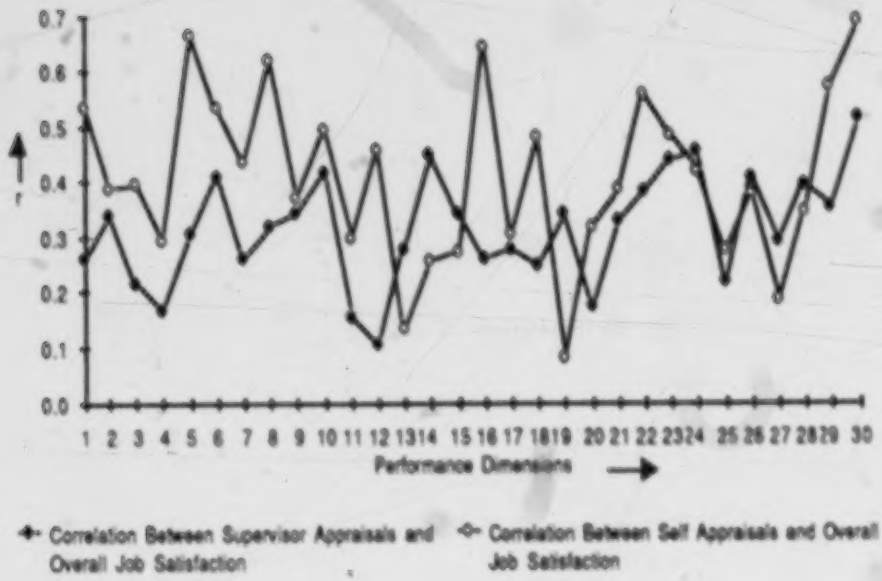
satisfaction facets. The correlation coefficients obtained from these analyses were generally positive indicating that the variables varied in the same direction such that an increase in job performance is accompanied by a corresponding increase in perceived job satisfaction. However, the correlations obtained for Pearson product-moment correlation analysis for supervisor appraisal and job satisfaction were generally very low indicating a weak relationship between the variables. This shows that the resultant relationship was not strong enough to allow for accurate prediction of one variable from the other. The highest significantly correlated performance factor ("Interpersonal Relationships") from supervisor ratings produced fewer statistically significant correlations than the least significantly correlated performance factor ("Parent/Community Relationships") obtained from self appraisals.

Data displayed on Tables 8.3 and 8.4 show that the correlations between self appraisal of job performance and job satisfaction were generally higher than those recorded for the relationship between supervisor appraisal and job satisfaction. This relationship is also clearly evident from Figure 7 which provides a graphic representation of the two correlations. The strength and the direction of these relationships indicate the extent to which one can predict, say, job satisfaction from supervisor or self appraisals. However, the results of the correlations clearly show that self appraisals were a better predictor of job satisfaction than supervisor appraisals. Figure 7 also shows that the relationship between self-appraisals and job satisfaction is stronger than that between supervisor-appraisals and job satisfaction. These results also show evidence which generally supports Hypothesis 2.

Hypothesis 2. *The relationship between self-rated performance and job satisfaction is stronger than the relationship between supervisor-rated performance and job satisfaction.*

As explained by Williams (1979), the magnitude of a correlation coefficient indicates the strength of the relationship between the given variables. Thus, if two variables are correlated with a third common predictor variable, the magnitude of the

Figure 7. A Comparison of Correlations Between Supervisor- and Self-Appraisals and Overall Job Satisfaction (N=80)


0.7
0.6
0.5
0.4
0.3
0.2
0.1
0.0
r
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
Performance Dimensions
Correlation Between Supervisor Appraisals and Overall Job Satisfaction
Correlation Between Self Appraisals and Overall Job Satisfaction

correlation coefficient between each of the variables and the predictor variable determines the strength of the relationships. The relationship represented by a larger absolute correlation coefficient value is the stronger of the two. Admittedly, the absolute values of the correlation coefficients for self and supervisor appraisal with job satisfaction clearly show that self-appraisal produced a larger coefficient value with job satisfaction than supervisor-appraisal.

It is also evident from Figure 7 which provides a line graph of the two correlation coefficients for each of the thirty performance dimensions that self appraisal is a better predictor of job satisaction than supervisor appraisal. Accordingly, the results reported here provide evidence confirming Hypothesis 2.

D. NATURE OF THE RELATIONSHIP BETWEEN SELF-APPRAISALS AND ROLE AMBIGUITY

4.4 *What is the nature of the realtionship between self-appraisals and role ambiguity when other research variables are statistically controlled?*

A Pearson product-moment correlation analysis was used to explore the nature of the relationship between self-appraisals of interns and role ambiguity. As shown in Table 8.5, all the correlations obtained were positive and most of them were also statistically significant. The results of correlations between self appraisal and role ambiguity show that "Responsibilities" produced statistically significant values with all four job performance

Table 8.5

Pearson Product-Moment Correlation Coefficients for Supervisor- and Self-Appraisals with Perceived Role Ambiguity (N=80)

Role Ambiguity Factors	Self-Appraisals of Job Performance Factors				Supervisor-Appraisals of Job Performance Factors			
	1	2	3	4	1	2	3	4
Role Expectations	0.427*	0.375*	0.397*	0.218	0.288	0.231	0.288	0.156
Responsibilities	0.385*	0.355*	0.393*	0.381*	0.115	0.066	0.046	0.046
Feedback	0.301	0.151	0.110	0.289	0.195	0.039	0.073	0.154

* indicates statistically significant value at the 0.05 level.

factors, while "Role Expectations" produced similar results with all but one job performance factor. However, "Feedback" failed to produce statistically significant values with any of the job performance factors. All the values obtained for the correlation analysis between "Feedback" and job performance factors were very small. The low values obtained for "Feedback" indicate that "Feedback" was very weakly related to perceived job performance.

A t-test performed to test for differences in perceived role ambiguity between teacher interns who had rated their job performance above and those who had rated

themselves below the sample mean failed to produce statistically significant differences between the two groups of interns. This indicates that both groups had experienced the similar levels of role ambiguity.

E. NATURE OF THE RELATIONSHIP BETWEEN SUPERVISOR-APPRAISALS AND ROLE AMBIGUITY

4.5 *What is the nature of the relationship between supervisor-appraisals and role ambiguity when other research variables are statistically controlled?*

As indicated in Table 8.5, the results of a Pearson product-moment correlation analysis between role ambiguity factor scores and supervisor-appraisals failed to produce statistically significant correlations. Similar results were obtained from a correlation analysis of overall supervisor-appraisals and overall role ambiguity. As indicated in Table 8.6, a Pearson product-moment correlation analysis between supervisor appraisal and role ambiguity did not produce a statistically significant correlation either. An r-value of 0.193 and a p-value of 0.233 obtained for this correlation indicates a weak relationship between the two variables.

The results presented on Table 8.6 clearly show that values obtained for correlation coefficients between self-appraisals and role ambiguity were generally larger and more statistically significant than corresponding values for supervisor-appraisals and

Table 8.6

Pearson Product-Moment Correlation Coefficients for Role Ambiguity, Self- and Supervisor-Appraisals of Job Performance (N=80)

Job Dimensions	1	2	3
1. Role Ambiguity	1.000		
2. Supervisor Appraisal	0.193	1.000	
3. Self Appraisal	0.430*	0.483*	1.000

* indicates value is statistically significant beyond the 5 percent level.

role ambiguity indicating the relative strengths of the relationships linking these variables. To this end, self-appraisals with larger and more statistically significant coefficients than supervisor-appraisals had a stronger positive relationship with perceived role ambiguity. These data provide evidence supporting working Hypothesis 3 : *The relationship between self appraisal of job performance and role ambiguity is stronger than that between supervisor appraisal and role ambiguity.*

F. PREDICTORS OF JOB SATISFACTION

5.6 *To what extent are role ambiguity, self- and supervisor-appraisals of job performance significant predictors of job satisfaction?*

The results of a stepwise multiple linear regression analysis used to examine the extent to which self-appraisals, role ambiguity, and supervisor-appraisals were statistically significant predictors of job satisfaction for teacher interns are displayed in Table 8.7.

As shown on Table 8.7, the major predictors of job satisfaction were factors from role ambiguity and self-appraisals of job performance. "Interpersonal Relationships" (self-rated) emerged as the major predictor accounting for 33.21 percent of the total variance in the criterion variable. This factor was made up mainly of idiographic items including appraisals of the ability to make friendship and develop good rapport with superiors, colleagues and students. The other major predictor variable was "Feedback" (role ambiguity) which accounted for 11.58 percent of the total variance in job satisfaction. The total variance accounted for by these two factors was 44.79 percent. "Feedback" consisted of items on the nature of performance "Feedback" from supervisors including frequency and predictability of "Feedback". Accordingly, "Interpersonal Relationships" **(self-appraisal)** and "Feedback" **(role ambiguity)** were the only two factors that entered the regression equation as statistically significant predictors of overall job satisfaction.

Table 8.7

Multiple Stepwise Linear Regression Analysis for Prediction of Overall Job Satisfaction for Teacher Interns from Factors of Role Ambiguity, Self- and Supervisor Appraisals (N=80)

Factors	Multiple R	R^2	Percentage Contribution	r
Factor 1 : Interpersonal Relationships (Self-appraisal)	0.5763	0.3321	57.63	0.576
Factor 3 : Feedback (Ambiguity dimension)	0.6693	0.4479	9.30	0.498

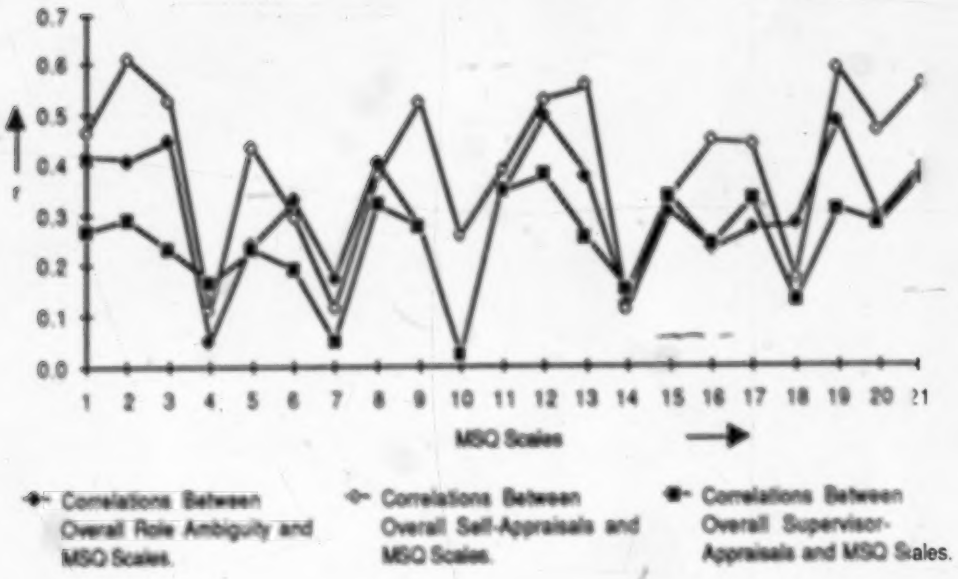
When the Pearson product-moment correlation coefficients for job satisfaction facets with overall role ambiguity, overall self-appraisals and overall supervisor-appraisals were plotted on a graph (Figure 8), the resultant graph shows that the relationship between overall self-appraisals and job satisfaction was the strongest. The size of the coefficients indicates the strength of the relationship such that bigger coefficients imply stronger relationship between the variables. A strong relationship also allows for greater prediction of one variable from the other.

The remaining factors which did not enter the regression equation were not statistically significant predictors of overall job satisfaction. These findings show that self appraisal was the most important predictor of job satisfaction followed by role ambiguity. Supervisor appraisal did not emerge as a statistically significant predictor of job satisfaction. The strength the relationships between and among the research variables indicated by Pearson product-moment correlation coefficients in Table 8.7 and Figure 8

clearly show that self-appraisals emerged as the strongest predictor of job satisfaction followed by role ambiguity.

Hypothesis 5 states that *Among teacher interns, the relationship between role ambiguity and job satisfaction is stronger than those between job satisfaction with self- and supervisor-appraisals of job performance.* However, the results of a stepwise multiple

Figure 8. Correlations Between Overall Role Ambiguity, Overall Self- and Overall Supervisor-Appraisals with MSQ Scales.



linear regression analysis presented in Table 8.7 and Pearson product-moment correlation analysis suggest that self-appraisal was a better predictor of job satisfaction than the other two predictor variables. Role ambiguity entered the regression equation but accounted for only 11.58 percent of the total variance in job satisfaction compared to 33.21 percent for self appraisal. For this reason, hypothesis 5 should be rejected.

G. SUMMARY

The main purpose of this chapter was to present and analyse findings on relationships between and among the main research variables. Data on the responses of the research sample on four sub-problems was examined to determine the extent towhich the four major research variables were linked.

Findings on the nature of the relationship between role ambiguity and job

satisfaction were presented in section one. A Pearson product-moment correlation analysis produced positive and generally statistically significant correlation coefficients indicating that role ambiguity varied directly with job satisfaction such that an increase in perceived role clarity (low role ambiguity) results in high job satisfaction. A t-test analysis used to test for the differences in job satisfaction between two groups of low and high role ambiguity interns produced statistically significant differences between job satisfaction scores of the two groups.

The nature of the relationships between self and supervisor appraisals of job performance with job satisfaction was explored using Pearson product-moment correlation analysis. The relationship between self appraisal and job satisfaction was found to be stronger than the corresponding relationship between supervisor appraisal and job satisfaction.

A Pearson product-moment correlation analysis was used to examine the nature of the relationship between self and supervisor appraisals with role ambiguity. The results of this analysis show that self appraisals were significantly correlated to role ambiguity while supervisor appraisals were not significantly related to role ambiguity.

The results of a stepwise multiple linear regression analysis used to examine the extent to which self appraisal, supervisor appraisal and role ambiguity were statistically significant predictors of job satisfaction show that self appraisal and role ambiguity factors were better predictors of the criterion variable than supervisor appraisal. For these variables, "Interpersonal Relationships" and "Feedback" emerged as statistically significant predictors of job satisfaction accounting for 44.79 percent of the total variance in the criterion variable.

Chapter IX

SUMMARY, CONCLUSIONS AND IMPLICATIONS

A. PROBLEMS AND SUB-PROBLEMS

The principal purposes of this study were (1) to investigate and describe the nature of job satisfaction among teacher interns, (2) to examine the nature of perceived role ambiguity, (3) to determine levels of job performance of teacher interns using both self and supervisor perceptions, and finally, (4) to explore and determine the nature of the relationships linking role ambiguity, job performance and satisfaction.

The following four research problems were generated from these purposes:

1. Is there perceived role ambiguity concerning the work of teacher interns?
2. How well do teacher interns do their work?
3. Are teacher interns satisfied with their work?
4. Is there a relationship between and among the research variables, and what is the nature of this relationship?

Several subproblems were developed from each problem statement and used to generate data directed at seeking answers to the research problems. In addition, five working hypotheses derived from the literature were generated to provide a focus for the data analysis. These hypotheses were:

1. Teacher interns who experience a high degree of role ambiguity will be less satisfied with their work than those experiencing low role ambiguity.
2. The relationship between self-rated performance and job satisfaction is stronger than the corresponding relationship between supervisor-rated job performance and job satisfaction.
3. The relationship between self-rated performance and role ambiguity is stronger than

that between suprvisor-rated performance and role ambiguity.

4. Teacher interns who have high performance ratings experience greater job satisfaction than those with low performance ratings.
5. Among teacher interns, role ambiguity is a stronger predictor of job satisfaction than either self or supervisor appraisal of job performance.

B. METHODOLOGY

Data were collected using both questionnaires and interviews. Three questionnaires were used to collect data on each of the three corresponding research variables. Two of the questionnaires (Role Ambiguity and Job Performance) were developed by the researcher while the third (Minnesota Satisfaction Questionnaire (MSQ), 1967 long form version) was used with permission from its developers. Role Ambiguity and Job Performance questionnaires were subsequently factor analysed to produce three and four factors, respectively.

Forty teacher interns and their supervising teachers from Edmonton Public school system took part in this study. These respondents were selected using stratified random sampling procedures to ensure proportionate representation across school levels. Nearly all the questionnaires were hand delivered and the returns were separately mailed back using self addressed and stamped envelopes provided by the researcher.

Data collection was rounded off with the completion of interviews with ten teacher interns appropriately selected from the research sample. A semi-structured interview schedule was used to focus on selected issues and concerns and to gain more insight into these areas.

C. SUMMARY OF THE FINDINGS

A summary of the research findings presented here is intended to highlight major findings in relation to the four research problems and further allow for the testing of the hypotheses.

The Nature of Role Ambiguity of Teacher Interns.

Teacher interns reported experiencing very low levels of role ambiguity on most role ambiguity dimensions. Areas that emerged as contributing most to role ambiguity include supervision and performance feedback, but even here the levels of perceived role ambiguity were small. This indicates that teacher interns generally felt that their roles were clearly defined.

These findings were in general agreement with interview data which show that respondents were concerned about the nature of supervision and performance feedback. Although most interns reported that supervisors often sat in their classes, they expressed a lot of concern and anxiety over the lack of adequate performance feedback. Similar concerns among teacher interns were reported by Carruthers (1986) who found that most interns in his research sample had complained about lack of adequate supervision. Pigge and Lovett (1985) and Walsh et al. (1983) also reported that performance feedback was an important predictor of job satisfaction. To this end, perceptions of teacher interns reported in this study concerning feedback have important implications for job satisfaction.

No statistically significant differences were recorded on perceptions of role ambiguity between male and female interns. Similarly, differences between interns in small and large schools were not statistically significant, indicating that perceived role ambiguity among the respondents was not affected by gender or school size. However, secondary school interns reported a significantly higher level of role ambiguity ($p>0.05$) for "Responsibilities" than elementary school interns. This finding is consistent with

research on teacher burnout, particularly by Sarros (1986) and Schwab (1981) who reported that secondary school teachers experience more burnout than elementary school teachers, and Cherniss (1980), McPherson (1985), Ratsoy and Friesen (1985), and Schwab (1981) who reported that role ambiguity was positively correlated to burnout.

On the basis of data analysis, the overall picture which emerges from this study is that teacher interns in the research sample were experiencing very low role ambiguity. The only area where perceptions of role ambiguity were slightly high was "Feedback" which had a mean score lower than the overall sample mean score for role ambiguity. Other organisational and situational variables that might have contributed to role ambiguity as intervening variables were autonomy, organisational practice, leadership style, organisational responsibility and involvement. However, interview data indicate that interviewees were generally satisfied with these dimensions of their jobs. Interviewees also reported that supervisors and principals were task-oriented and emphasized use of formal organisational practices. Evidence from the literature suggests that this type of leadership style helps in reducing role ambiguity.

According to Beehr (1976) and House and Rizzo (1972), nomothetic leadership style is inversely related to role ambiguity. Drory (1981) and Szillagyi (1977), on the other hand, reported that organisational responsibility was a moderator of role ambiguity, while Oliver and Brief (1977-78) indicated that organisational responsibility was inversely related to perceived role ambiguity. Schuler (1977) also reported that organisational involvement or participation in decision making was inversely related to role ambiguity. Autonomy was also reported by Porter (1976) and Walsh et al. (1983) to be inversely related to role ambiguity. These findings, therefore, may partly explain the generally low levels of perceived role ambiguity reported by the respondents.

The Nature of Job Performance of Teacher Interns

The smallest mean score for self appraisal of job performance was recorded for

"Parent/Community Relationships" (3.663) and the highest mean score was for "Interpersonal Relationships" (3.997). "Interpersonal Relationships" was the only job performance factor that had a mean score higher than the overall mean indicating that teacher interns had favourable impressions of their performance on human relations dimensions. Interview data provided some indication of why human relations-related performance was highly rated by the respondents.

According to interview data, job security was the main motivation for maintaining good human relations. Interviewees generally felt that since their jobs were insecure, building good relations with others in the school would enhance their chances of being asked back to teach in the school. According to them, it was important to create good and positive impressions in the school. Lack of job security also emerged as a demotivator along with low pay and the fact that time spend as an intern was not considered for tenure or pay adjustment. Other motivators cited by the interviewees include positive feedback success of students, co-workers and job challenge. These factors also appear to be related to job satisfaction.

There was no statistically significant difference reported for teacher interns classified by sex or school level. Thus, there was no significant difference between perceptions of male and female, or elementary and secondary school interns with regards to their performance. However, a statistically significant difference was obtained for "Parent/Community Relationships" between the scores of teacher interns in small and large schools. Teacher interns in large schools rated their performance for "Parent/Community Relationships" significantly higher ($p>0.05$) than those in small schools.

Similarly, there was no statistically significant difference observed between the mean scores of supervising teachers classified according to size and level of school. This indicates that perceptions of supervisors concerning the performance of teacher interns were not affected by size or level of the school in which the supervising teacher taught. However, a statistically significant difference was obtained for mean scores of male and

female supervising teachers. Male supervising teachers rated the performance of interns for "Personal Development" and "Planning and Teaching Skills" significantly higher than corresponding mean scores for female supervisors.

Thornton (1980) reported that a typical self-appraisal research is characterized by quantification of job performance appraisals and the comparison of self-appraisals with appraisal from counter positions such as supervisors and peers. To this end, self-appraisals of interns were compared with corresponding appraisals from supervising teachers. It was observed that supervisor appraisals were consistently higher for all job performance dimensions. However, these differences were not statistically significant for all factors except for "Personal Development". The results of a Pearson product-moment correlation analysis for self- and supervisor-appraisals produced statistically significant values for all job performance dimensions. Similarly, a Spearman rank order correlation analysis performed to determine the correspondence between rank ordered mean scores of the two groups produced a coefficient of 1.00 indicating a perfect correlation.

These findings are at variance with research by Ash (1980), Lawler and Porter (1967), Levine (1980), Meyer (1980), and Thornton (1980) which maintains that self-appraisals are generally inflated compared with appraisals from counter positions. According to Thornton (1980), a "preponderance of studies show that individuals rate themselves higher than they are rated by comparison groups." However, a study by Heneman (1974) found that self-appraisals were significantly lower than counter position ratings on three of nine job dimensions investigated. In this sense, the findings of this study are consistent with those reported by Heneman (1974).

Research findings on correlations between self-appraisals and counter position-appraisals were reported by Thornton (1980) to be generally inconsistent. Thornton (1980) reported that eleven studies had found "lack of agreement with at least one other source" including immediate supervisors, second level supervisors, students and peers. However, Heneman (1974) and Holzbach (1978) reported that they had found

significant correlation between self and supervisor ratings. Findings of this study, once again, provide support for the results reported by Heneman (1974) and Holzbach (1978) which found significant convergence between self and supervisor ratings.

The Nature of Job Satisfaction of Teacher Interns.

When job satisfaction mean scores of teacher interns were compared with established norms for MSQ scales, teacher interns reported lower levels of job satisfaction for all twenty job satisfaction facets including overall job satisfaction. Similarly, when sample mean scores were converted to percentile scores using the recommended MSQ normative data conversion scale for the appropriate norm group, the percentage of respondents with job satisfaction scores substantially lower than corresponding scores for the norm group was very high. This further indicates that the sample group was experiencing lower levels of job satisfaction than the norm group.

When facet mean scores were rank ordered to determine areas of greater and lesser job satisfaction as suggested by Weiss et al. (1967),"Independence", "Achievement", "Supervision - Human Relations" and "Co-workers" emerged as areas of greater job satisfaction while "Advancement", "Security" and "Compensation" were areas of lesser job satisfaction. A Spearman rank order correlation analysis performed on rank ordered mean scores of sample and norm groups produced a very large and statistically significant correlation between the mean scores of the two groups indicating a very high correspondence between the mean scores.

Interview data was generally supportive of questionnaire data. For example, concern for job security has been reported as a major factor which motivated interns to work hard especially on developing a positive image with others in the school. Accordingly, this finding is not surprising in light of teacher interns' preoccupation with idiographic dimensions of their job. Frustrations with opportunities for job advancement, security, and compensation were evident from interviews and were further reflected in

unsolicited comments written on questionnaires.

The results of a stepwise multiple linear regression used to determine the extent to which twenty MSQ facets were statistically significant predictors of overall job satisfaction showed that only six of the twenty job facets were significant predictors. The six job facets ("Ability Utilization", "Supervision - Human Relations", "Moral Values", "Advancement", "Authority" and "Activity") accounted for 96.21 percent of the total variance in overall job satisfaction. A Pearson product-moment correlation analysis performed for predictor and criterion variables produced large positive correlations indicating the direction and strength of the relationship.

When teacher interns were grouped according to level of school (that is, elementary or secondary), no statistically significant differences in perceptions on job satisfaction were recorded for all job satisfaction scales. But when respondents were grouped by sex, female interns reported significantly greater satisfaction with "Jurisdiction Policies and Practices". Similarly, teacher interns in large schools reported significantly higher job satisfaction with "Creativity" but not overall job satisfaction.

The observed differences in reported levels of job satisfaction between sample and norm groups may be due to important dissimilarities in the nature of work between sample and norm groups. Teachers were used as the norm group for this study since MSQ does not have normative data for teacher interns. However, the working conditions of a teacher differ significantly from that of an intern although both receive the same professional training. For example, teacher interns have no job security, no opportunities for advancement, and the internship period is not considered for tenure or salary purposes. These and other conditions which are not present in the teacher job situation emerged as areas of great concern for interns.

The importance of these conditions to job satisfaction has been documented in the literature. For example, Carroll (1973) reports that job satisfaction increases with tenure. A more recent study by Owuamanam (1984) indicates that job tenure is positively related to

job satisfaction. Job advancement has also been reported to be positively related to job satisfaction.

The relationship between pay and job satisfaction is well documented in the literature. Studies by Bacharach and Mitchell (1983) and Pigge and Lovett (1985) concur that pay is related to job satisfaction. Similarly, Holdaway (1978) and Rice (1978) reported that pay was related to job satisfaction among Alberta teachers.

The relationship between supervision and recognition with job satisfaction was reported by Sergiovanni (1967) and Wickstrom (1973) who found these variables to be significantly related. Pigge and Lovett (1985), on the other hand, reported that the strongest predictor of job satisfaction for beginning teachers was feedback from the principal. Eugelking (1986) and Locke (1973), meanwhile, reported that recognition contributed significantly to job satisfaction. Unfortunately these two job dimensions received very low ratings from interns in this study indicating low job satisfaction among respondents.

The male-female differential response to job satisfaction has produced inconclusive results as indicated by Rachman and Kemp cited by Carroll (1973), Holdaway (1978) and Wiggins et al. (1983) who reported that female workers were more satisfied, while Hulin and Smith (1976) reported that male workers were more satisfied. However, Deaux (1974), Hill (1983) and Rice (1978) reported no significant differences in perceived job satisfaction between the two sexes. Similarly, results of this investigation concur that there was generally no significant difference in levels of overall job satisfaction between male and female interns.

Nature of Relationships Between and Among Research Variables.

Relationship Between Role Ambiguity and Job Satisfaction.

The results of a Pearson product-moment correlation analysis used to determine

the nature of the relationship between role ambiguity and job satisfaction show that both overall role ambiguity (reversed scores) and role ambiguity factors (reversed scores) were positively correlated with overall job satisfaction and job satisfaction facets. Most of the correlations had large and statistically significant values indicating that role ambiguity was directly related to job satisfaction.

These findings are consistent with the research by Beehr (1976), Greene (1972), Greene and Organ (1973), House and Rizzo (1972), Kahn et al. (1964), Keller (1975), Locke et al. (1986), Mclean (1979), Miles (1972) and Rizzo et al. (1970) which shows that role ambiguity is a significant predictor of job satisfaction. These studies also show that role ambiguity is negatively related to job satisfaction and positively to dissatisfaction. According to Mclean (1979:82), people "who suffer from role ambiguity have been found to experience low job satisfaction."

Among role ambiguity factors, "Feedback" produced the largest number of statistically significant correlations with job satisfaction indicating that this relationship was stronger than corresponding relationships between job satisfaction and other role ambiguity factors. Similarly, "Feedback" also produced the largest correlation coefficient with overall job satisfaction than other role ambiguity factors indicating the magnitude of the relationship between "Feedback" and overall job satisfaction.

These findings are consistent with the literature which shows that feedback is an important predictor of job satisfaction. Research by Pigge and Lovett (1985) concurs that feedback is a significant predictor of job satisfaction. Pigge and Lovett (1985), reported that evaluation feedback from the principal had emerged as the strongest predictor variable for job satisfaction among beginning teachers.

Relationship Between Self-Appraisal and Job Satisfaction

The results of a Pearson product-moment correlation analysis for the two variables showed that overall self appraisal of job performance was strongly related to both job

satisfaction facets and overall job satisfaction. Nearly all the correlations were significant indicating that overall self-appraisal was an important predictor of job satisfaction.

Among job performance factors, self-appraisal of "Interpersonal Relationships" produced the highest number of significant correlations with job satisfaction facets and also the largest correlation coefficient value with overall job satisfaction. All correlations were positive. The emergence of "Interpersonal Relationships" as the most important job performance predictor factor for job satisfaction is consistent with interview data, and reflects respondents' preference for interpersonal relations.

The results of this study also show that four job satisfaction facets failed to produce statistically significant correlations with any of the four job performance factors. These four facets ("Advancement","Compensation", Security" and "Supervision - Technical") also emerged as areas of least job satisfaction. These results are consistent with research by Pigge and Lovett (1985) which found that security, advancement and finance (that is, compensation) contributed to job dissatisfaction of beginning teachers.

Relationship Between Supervisor-Appraisals and Job Satisfaction.

A Pearson product-moment correlation analysis between these two variables produced very weak but positive correlations. Few of the correlations were statistically significant. For example, "Planning and Teaching Skills" and "Parent/Community Relationships" failed to produce even one significant correlation with all job satisfaction facets. Similarly, several job satisfaction facets also failed to produce statistically significant correlations with job performance factors. Accordingly, these findings clearly indicate that the relationship between supervisor appraisal and job satisfaction was very weak.

Relationship Between Self-Appraisals and Role Ambiguity.

Results of this study indicate that role clarity (role ambiguity-reversed scores) and

self-appraisal are positively correlated. Generally, this indicates that the greater the level of perceived role ambiguity, that is high role clarity, the greater the level of job performance. "Responsibilities" produced statistically significant correlations with all job performance factors, and "Role Expectations" showed similar results. "Feedback", on the other hand, failed to produce statistically significant correlations.

Relationship Between Supervisor-Appraisals and Role Ambiguity.

The results of a Pearson product-moment corelation analysis for role ambiguity factors and supervisor appraisal of job performance failed to produce statistically significant correlations. Similar results were also obtained for a Pearson product-moment correlation analysis for overall role ambiguity (reversed scores) and overall supervisor appraisals. However, the correlations obtained in both cases were positive. The values of correlation coefficients obtained for the relationship between supervisor appraisal and role ambiguity were typically very small, ranging from 0.039 to 0.288. These findings indicate a very weak relationship between the two variables.

Predictors of Job Satisfaction.

Results of a stepwise multiple linear regression analysis of role ambiguity factors and self- and supervisor-appraisal of job performance factors performed to determine significant predictors of job satisfaction showed two factors as the only statistically significant predictors of job satisfaction. The two variables ("Interpersonal Relationships" and "Feedback") from self-appraisal and role ambiguity, respectively, accounted for 44.79 percent of the variance in the predictor variable. No factor from supervisor-appraisal entered the regression equation as significant predictors.

Tests of Hypotheses.

Results of tests of the five hypotheses are discussed below.

Hypothesis 1: *Teacher interns who experience a high degree of role ambiguity will be less satisfied with their work than those experiencing low role ambiguity* (high role clarity). This hypothesis was tested by dividing the respondents into two subgroups on the basis of whether their mean scores were above or below the overall sample mean and then performing a *t*-test to determine whether the two groups had significantly different perceptions of job satisfaction. The results of a *t*-test analysis revealed that the two groups were significantly different. This finding indicates that the group with role ambiguity mean scores below the sample mean had reported significantly low job satisfaction scores. These findings, therefore, provide strong evidence supporting Hypotheis 1.

Hypothesis 2: *The relationship between self-appraisals and job satisfaction is stronger than the relationship between supervisor-appraisals and job satisfaction.* The magnitude of the Pearson product-moment correlation coefficients between the two relationships was used to indicate the strength of the relationships and to determine which of the two was stronger. The relationship between overall self-appraisals and overall job satisfaction produced an *r*-value of 0.555 while that between overall supervisor-appraisals and overall job satisfaction (0.369). This indicates that the former relationship was substantially greater than the latter. Accordingly, hypothesis 2 was generally supported by the findings of this study.

Hypothesis 3: *The relationship between self-appraisals and role ambiguity* (reversed scores) *is stronger than the corresponding realtionship between supervisor-appraisals and role ambiguity*. The same statistical technique used to test Hypothesis 2 above was used for Hypothesis 3. The results obtained for the correlation analysis show that the magnitude of the correlation coefficient between overall self-appraisals and overall role ambiguity (0.430) was substantially greater than that between overall supervisor-appraisals and overall role ambiguity (0.193). This finding generally supports Hypothesis 3.

Hypothesis 4: *Teacher interns who have high performance ratings experience*

greater job satisfaction than those with low performance ratings. A t-test analysis was used to test this hypothesis. The respondents were first divided into two groups on the basis of whether their mean scores were below or above the overall sample mean score. A t-test analysis was performed to determine whether the perceptions of the two groups for overall job satisfaction were significantly different. The results of this analysis show that respondents who had job performance mean scores greater than the sample mean experienced significantly higher job satisfaction than those with performance mean scores below the sample mean.

Hypothesis 5: *Among teacher interns, the relationship between role ambiguity and job satisfaction is stronger than the relationship between self- and supervisor-appraisals with job satisfaction.* The results of a Pearson product-moment correlation analysis used to determine the strength of these relationships, and the results of a stepwise multiple Linear regression used to determine major predictors of job satisfaction indicate that self-appraisals had a stronger relationship with and was the strongest predictor of job satisfaction. These findings do not support Hypothesis 5.

D. CONCLUSIONS

This section contains conclusions highlighting major findings of the study.

1. On the average, lower levels of role ambiguity were reported for teacher interns in spite of the fact that teacher internship was a relatively new concept in the Alberta education system where it was being piloted for the second year running. Only moderate role ambiguity was reported for "Feedback". However, both interview and questionnaire data indicate that the low score recorded for "Feedback" did not represent perceptions of high role ambiguity, but was rather an indication of high anxiety caused by perceptions of lack of performance feedback. To this end, it was concluded that performance feedback is a critical job dimension which can dramatically alter job perceptions. In fact the impact of

feedback on job perceptions shown in this study and also reported by Pigge and Lovett (1985) shows that it is not imprudent to treat feedback as an independent variable rather than a factor of other job dimensions such as role ambiguity.

2. No statistically significant differences were obtained for role ambiguity attributable to gender of respondents or size of schools in which respondents taught. A statistically significant difference attributable to school level (i.e. elementary or secondary) was obtained for one of the three role ambiguity factors ("Responsibilities"). However, evidence from this study indicate that the predictive relationship between both personal and situational variables and other research variables is generally weak and inconsistent.

3. Teacher interns were modest in assessing their performance for selected job dimensions compared to corresponding assessments by supervising teachers which were consistently higher for all job dimensions. However, differences between the ratings were statistically significant at the 5 percent level for only one of the four job performance factors ("Personal Development"). The results of a Pearson product-moment correlation analysis and a Spearman rank order correlation analysis for mean ratings of the two groups produced a statistically significant r-value (0.4827) and a perfect rank order correlation, rho = 1.00. The findings reported in this study show that self-appraisals are not neccessarily inflated or at variance (lack correlation) with counter position appraisals as reported by most previous studies.

4. There was no statistically significant difference in perceived job performance for both supervising teachers and teacher interns classified by school level. Similar results were obtained for supervising teachers grouped according to school size whereas teacher interns showed a significant difference for "Parent/Community Relationships" when grouped accordingly. There was no significant difference attributable to sex for teacher interns, but supervising teachers classified by sex showed statistically significant differences for "Personal Development" and "Planning and Teaching Skills". These findings show that background variables are not stable predictors of job performance and

that generalization of the findings should be restricted to the original research sample population.

5. Teacher interns in the sample reported substantially lower levels for both overall job satisfaction and job satisfaction facets compared with Minnesota Satisfaction Questionnaire (MSQ) norms for teachers. A Spearman rank order correlation analysis for sample mean scores and corresponding norm scores produced a statistically significant coefficient (rho = 0.8615). Accordingly, this study shows that workers can still experience job dissatisfaction although perceptions of both role clarity and job performance are favourable. Thus, the general assumption reported by James and Jones (1980:98) that "the causal flow is unidirectional, where job perceptions affect job satisfaction" is clearly not supported by findings of this study. If this assumption was always true, then it is logical to expect that satisfaction with role clarity and performance reported by teacher interns should have resulted in job satisfaction.

On the contrary, teacher interns reported considerably lower levels of job satisfaction than would have been expected from a sample that had reported satisfaction with role clarity and performance. It appears that the importance or value attached to a job dimension or facet may be a critical factor in the prediction of job satisfaction. For example, when job satisfaction sample mean scores were rank ordered, "Independence", "Achievement", "Human Relations" and "Co-workers" emerged as areas of greater satisfaction for teacher interns while "Authority", "Security" and "Compensation" were areas of lesser job satisfaction. However, a stepwise multiple linear regression for significant predictors of job satisfaction from job facets showed "Ability Utilization", "Supervision - Human Relations", "Moral Values", "Advancement", "Authority" and "Activity" as the six major predictors accounting for 96.21 percent of the total variance in job satisfaction.

6. There was no statistically significant difference observed for overall job satisfaction for teacher interns that was attributable to gender, school size or school level.

7. Overall role ambiguity (reversed scores) and role ambiguity factors (reversed scores) showed positive correlations with both overall job satisfaction and job satisfaction facets. This only shows that role ambiguity is negatively related to job satisfaction but does not neccessarily mean that role ambiguity is a strong predictor of job satisfaction.

8. The relationship between self-appraisals and job satisfaction was found to be stronger than either that between supervisor-appraisals and job satisfaction or role ambiguity and job satisfaction. In addition, the relationship between self-appraisals and role ambiguity was found to be stronger than that between supervisor-appraisals and role ambiguity. These results indicate the degree to which teacher interns valued their perceptions on job performance. As suggested earlier, the greater the importance or value, the stronger the predictive relationship between the predictor and criterion variables (that is, self-appraisals and job satisfaction).

9. The results of this study also indicate that some of the factors which contributed to role ambiguity and job performance also contributed to job satisfaction. For example, feedback was found to be related to role ambiguity, performance and job satisfaction while job security was linked to both performance and job satisfaction. This finding may indicate that the relationships between and among these variables are inextricably linked.

10. A stepwise multiple linear regression analysis performed to determine significant predictors of job satisfaction from role ambiguity factors, self- and supervisor-appraisals of performance factors showed that the strongest predictor of job satisfaction was self-appraisals of "Interpersonal Relationships" followed by "Feedback". These two variables accounted for 44.79 percent of the total variance in job satisfaction.

11. The results of this study also provided evidence supporting Hpotheses 1, 2, 3, 4 but not 5.

E. IMPLICATIONS

Theory and Research.

Job satisfaction is a subjective assessment of the work situation which results in positive feelings about one's job. The multidimensional nature of this concept alluded to in this study is also reflected in most studies including those by Bacharach and Mitchell (1983), Dawson (1976), Hill (1983), Hodgins (1985), Kahn et al. (1964), Lawler and Porter (1967), Locke (1976), Locke et al. (1986), Pigge and Lovett (1985) and Walsh et al. (1983). This approach to job satisfaction is reflected in this study through an examination of the relationships between and among job satisfaction, role ambiguity, self- and supervisor-appraisals and several intervening variables. Accordingly, a multivariate data analysis of job satisfaction increases our understanding of job satisfaction through an examination of other job dimensions that affect the worker's perception of job satisfaction. Therefore the analytical approach for job satisfaction taken in this study contributes to further understanding of job satisfaction as a multidimensional concept.

The results of this study show that self-appraisals were consistently and substantially modest compared to supervisor-appraisals, and contrary to most research (e.g. Ash, 1980; Lawler and Porter, 1967; Levine, 1980; Meyer,1980 and Thornton, 1980) which maintains that self-appraisals are generally inflated. In addition, self-appraisals produced substantially larger correlation coefficient values with both role ambiguity and job satisfaction than supervisor-appraisals. However, self-appraisals showed significant correlations with supervisor-appraisals.

These findings are at variance with research literature reviewed by Thornton (1980:267) who concluded that "self-appraisals tend to manifest *more* leniency, *less* agreement with other sources, *less* discriminant validity, and *less* reliability than ratings by supervisors and peers." Only one study by Heneman (1974) reported that self-ratings were significantly lower for some job dimensions than supervisor-appraisals. A few other

studies including Heneman (1974) and Holzbach (1978) have reported some significant correlation between self-appraisals and supervisor-appraisals. However, these findings are treated by Thornton (1980:265) as exceptions "to the general finding" of a preponderance of studies.

However, an examination of the literature shows that most research on self-appraisals has been conducted in non-educational settings which are predominantly industrial settings where they are mainly used for administrative decisions. Accordingly, the focal position may be influenced to provide a positive image in order to promote favourable administrative decisions that result in career advancement.

Familiarity with the rating scales and their expectations may lead to realistic self-assessments. According to Thornton (1980:266), "clear conceptualization of constructs" to be measured and the "development of good rating scales" may help increase accuracy of self-ratings. The suggestion by Thornton (1980) implies that a clear understanding of the meaning of what is being measured may lead to accurate interpretation of the measuring scale. In this respect, most personnel in educational settings, particularly teachers, are more familiar with measuring scales than those in industrial settings because of the frequency and early exposure to teacher evaluation practices used in schools.

Teachers are exposed to performance evaluation practices at an early stage of their career during student practice teaching. Accordingly, they become familiar with both the rating scales and expectations. It is therefore not imprudent to suggest that teacher interns in this study were familiar with rating systems used in schools and that they had a clear conceptualization of expectations and constructs used. Finally, the situation in educational and other human service organisations is not as threatening as that found in industrial and economic organisations so that teachers can assess their performances without as much fear of losing their jobs as workers in industry. Besides the fact that self-ratings were used for purely research purposes might have influenced interns to rate their performance more objectively. However, the findings on self-appraisals reported here indicate the need for

further research particularly in educational organisations in order to determine whether self-appraisals in edcational settings are different from non-educational organisations.

This study measured perceptions of role ambiguity among teacher interns and found that the respondents experienced low role ambiguity. This approach may have limitations as data were collected using a one-shot approach and, therefore, may not reflect conditions obtaining at other times of the school year. To this end, a longitudinal study is suggested so that role ambiguity and other research variables are measured at the beginning, in the middle and at the end of the school year. Conditions obtaining at these three points may be different and this, in turn, may affect perceptions of respondents and the relationships among research variables.

Findings from this study show that self-appraisals were the strongest predictor of job satisfaction followed by role ambiguity, while supervisor-appraisals were not a major predictor. But since this study was conducted at the beginning as opposed to the end of the internship year, future research should try to explore whether at subsequent periods in a programme "Interpersonal Relationships" and "Feedback" can still emerge as the strongest predictors of job satisfaction among beginning teachers and other employees of comparable job characteristics.

An important limitation of this study which should be avoided in future research is small sample size. According to Gerloff and Quick (1984:100), a small sample size "results in relatively low power for statistical test employed." For this reason, statistical power for the various tests performed in this study were relatively low owing to the size of the sample. According to Smith (1953:545), "increasing sample size increases the power of a statistical test" thereby increasing "the probability of rejecting the null hypothesis when it is false." Accordingly, it is possible that some of the significant relationships reported in this study may even be more significant and meaningful had a larger sample been used. In addition, it is conceivable, too, that some findings did not emerge as significant because statistical tests used were not sufficiently powerful.

Practice.

The study shows that the following job satisfaction facets: Ability Utilization, Supervision - Human Relations, Moral Values, Advancement, Authority and Activity were significant predictors of overall job satisfaction. Thus, an improvement in these conditions should assist in increasing job satisfaction of personnel. This suggestion has important implications for job design for teacher internship programmes. Programmes that facilitate these job dimensions should be expected to lead to more job satisfaction of interns than internship programmes that do not address these issues.

Another major finding of this study was that human relations and performance feedback were important predictors of job satisfaction among teacher interns. The role of feedback as a significant predictor of job satisfaction among beginning teachers reported by Pigge and Lovett (1985) has been confirmed in this study. This finding suggests that supervisors and administrators should increase the frequency and predictability of performance feedback for subordinates in order to improve their perceptions of job satisfaction.

Self-appraisals showed stronger correlations with both job satisfaction and role ambiguity than supervisor-appraisals indicating a clear preference for self-appraisals by teacher interns. This seems to suggest that teacher interns value their perceptions of job performance more than corresponding perceptions of supervisors. If future research supports this finding, then the utility of using self-appraisals in teacher evaluation should be addressed by administrators and educators. This finding has important implications for school practice where the dominant method of teacher evaluation is supervisor-appraisals.

F. CONCLUDING REMARKS

Most of the literature maintains that job satisfaction is a result of an individual's subjective appraisal of several work-related factors as gratifying. Current research and

theory also see job satisfaction as a criterion variable which can be predicted from several predictor variables including role ambiguity and job performance. For example, increased job performance may result in greater job satisfaction rather than job satisfaction leading to high job performance. This relationship between job satisfaction and selected predictor variables is supported by this study.

This study, for example, found that role ambiguity (reversed scores) was positively and significantly related to job satisfaction. In addition, it was also found that interns who experienced high role ambiguity experienced significantly lower job satisfaction than those experiencing low role ambiguity (high role clarity). Similarly, job performance (both self- and supervisor-appraisals) was directly and significantly related to job satisfaction. It was also found that interns who perceived their job performance as high were significantly more satisfied than those who reported low job performance.

When role ambiguity, self- and supervisor-appraisals were considered together to determine major predictors of job satisfaction, other significant findings emerged. For example, self-appraisals emerged as the strongest predictor of job satisfaction followed by role ambiguity. In particular, "Interpersonal Relationships" and "Feedback" were the two major predictors which emerged from an analysis of both self-appraisals and role ambiguity factors, respectively.

Most research on self-appraisals shows general consensus indicating that self-appraisals are invariably inflated compared to supervisor-appraisals. However, this general finding was not supported by this study. On the contrary, this study found that self-appraisals were substantially lower on three of the four job performance factors, and significantly lower on the fourth factor, "Personal Development." In addition, the relationships between self-appraisals and other research variables were substantially stronger than for supervisor-appraisals. This indicates that self-appraisals may be a more significant variable in the job satisfaction equation than previously considered.

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APPENDIX I

ROLE AMBIGUITY QUESTIONNAIRE

The purpose of this questionnaire is to elicit your responses concerning selected dimensions of your job as a teacher intern. Please read each statement **carefully** before answering. Be **honest** and **frank** and answer **all** items. This questionnaire is composed of two sections, one dealing with background variables and the other with role ambiguity.

SECTION I : BACKGROUND INFORMATION

Please answer **all** items in this section by either filling in the blank spaces provided or circling the appropriate numbers.

1. Sex: **1**. Male **2**. Female
2. State your major and minor subjects. Major_____ Minor_____
3. What subjects are you teaching now? _____ _____ _____
4. What grade level did you train for? **1**. Elementary **2**. Secondary
5. What grade level are teaching now? **1**. Elementay **2**. Secondary
6. What is your average teaching load?

   1. 0% **2**. 1-25% **3**. 26-50%

   4. 51-75% **5**. 76-100%
7. What is the size of your present school (number of students)?

   1. 1-200 **2**. 201-300 **3**. 301-400

   4. 401-500 **5**. 501-600 **6**. 601-700

   7. 701-800 **8**. 801-900 **9**. 901+

SECTION II : ROLE AMBIGUITY

Please answer the following items by circling the appropriate number using the the scale provided below.

Always	Often	Frequently	Sometimes	Rarely	Never
6	5	4	3	2	1

1. I am certain about my responsibilities	1	2	3	4	5	6
2. I know exactly how much authority I have	1	2	3	4	5	6
3. School and jurisdiction policies and regulations have been made clear to me	1	2	3	4	5	6
4. I get clear and explicit directions and orders	1	2	3	4	5	6
5. I am certain as to who to report to in my job	1	2	3	4	5	6
6. I know exactly where to go for help	1	2	3	4	5	6
7. I get clear explanations of what to do	1	2	3	4	5	6
8. I know exactly how I am expected to with my colleagues	1	2	3	4	5	6
9. I do not know if my superiors will find my work acceptable	1	2	3	4	5	6
10. I have to ask others about what I am supposed to do	1	2	3	4	5	6
11. I have clear goals and objectives for my work	1	2	3	4	5	6
12. I am uncertain about how I will be evaluated	1	2	3	4	5	6
13. I receive feedback on how I do my work	1	2	3	4	5	6
14. I receive feedback when I do not expect it	1	2	3	4	5	6
15. I know exactly what my rights and previleges are	1	2	3	4	5	6
16. My terms and conditions of service have been made clear to me	1	2	3	4	5	6

APPENDIX II

JOB PERFORMANCE QUESTIONNAIRE

JOB PERFORMANCE QUESTIONNAIRE

The purpose of this questionnaire is to give you a chance to rate your performance on selected dimensions of your job. Read each statement **carefully** before rating your performance by circling the appropriate number using the scale provided below. Please be **honest** and **frank**, and answer **all** items.

Poor	Fair	Good	Very Good	Exceptional
1	2	3	4	5

1. Preparation of long and short term plans	1	2	3	4	5
2. Designing appropriate objectives	1	2	3	4	5
3. Designing suitable student activities	1	2	3	4	5
4. Keeping accurate records	1	2	3	4	5
5. Cooperating with colleagues in lesson planning	1	2	3	4	5
6. Reinforcing students (e.g. appropriate feedback, praise, etc.)	1	2	3	4	5
7. Developing interesting and challenging learning activities	1	2	3	4	5
8. Classroom management and control	1	2	3	4	5
9. Responses to needs, aptitudes and learning styles of students	1	2	3	4	5
10. Using a variety of appropriate questioning techniques	1	2	3	4	5
11. Suitability of learning materials, illustrations and examples	1	2	3	4	5
12. Appropriateness of lesson introduction and closure	1	2	3	4	5
13. Ingenuity and innovativeness	1	2	3	4	5
14. Shows empathy for students	1	2	3	4	5
15. Student counselling	1	2	3	4	5
16. Shows consistence and fairness in dealing with students	1	2	3	4	5
17. Encourages and values parental involvement in student work	1	2	3	4	5

18. Holding parental conferences	1	2	3	4	5
19. Student supervision	1	2	3	4	5
20. Participation in community activities	1	2	3	4	5
21. Participation in staf meetings	1	2	3	4	5
22. Maintaining good rapport with colleagues	1	2	3	4	5
23. Shows initiativeness	1	2	3	4	5
24. Provides good leadership (e.g. dependable, panctual, etc.)	1	2	3	4	5
25. Assisting in extracurricular activities	1	2	3	4	5
26. Reflecting and acting upon supervisory suggestions	1	2	3	4	5
27. Ability to make independent decisions	1	2	3	4	5
28. Maintaining good rapport with superiors	1	2	3	4	5
29. Developing own teaching approaches	1	2	3	4	5
30. Ability to make friendship with colleagues	1	2	3	4	5

APPENDIX III

CORRELATION MATRIX FOR MSQ JOB SATISFACTION FACETS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
2	0.8246																				
3	0.7589	0.8296																			
4	0.1324	-0.0450	-0.0582																		
5	0.3823	0.4561	0.5170	-0.0197																	
6	0.6269	0.4812	0.3847	0.1932	0.1461																
7	0.2812	0.1846	0.1726	0.4175	0.2191	0.2526															
8	0.5107	0.4180	0.4655	0.2598	0.3515	0.4034	0.1663														
9	0.6193	0.6651	0.7322	0.1283	0.4791	0.3250	0.1225	0.4832													
10	0.2407	0.2795	0.3974	-0.0593	0.3644	0.0069	-0.0262	0.3230	0.5865												
11	0.6879	0.6902	0.7685	0.0749	0.3683	0.3779	0.1451	0.5520	0.6138	0.3199											
12	0.6183	0.6889	0.6804	0.1354	0.5384	0.3997	0.2710	0.5748	0.6038	0.3151	0.5567										
13	0.7831	0.7788	0.7301	-0.1000	0.5804	0.4563	0.1121	0.7312	0.7686	0.4280	0.7284	0.7169									
14	0.0709	-0.0573	-0.0957	0.4561	-0.0194	0.2585	0.4391	0.1344	-0.1345	-0.2587	-0.0938	0.0648	-0.0722								
15	0.7743	0.7894	0.7285	0.0716	0.4280	0.5941	0.2061	0.3597	0.5415	0.1004	0.7038	0.5024	0.6536	0.0225							
16	0.5705	0.5544	0.5595	0.5164	0.4579	0.4634	0.2453	0.4831	0.4714	0.2630	0.5095	0.6332	0.5792	0.2306	0.5807						
17	0.5650	0.4985	0.3972	0.0584	0.3574	0.6078	0.1991	0.6301	0.4865	0.2477	0.4634	0.5679	0.6219	-0.3330	0.4240	0.4172					
18	0.5852	0.4690	0.4609	0.0898	0.2295	0.5287	0.1301	0.6741	0.4571	0.2676	0.5262	0.4750	0.6222	-0.0837	0.5163	0.4275	0.8451				
19	0.8378	0.7758	0.7070	0.1358	0.5296	0.4231	0.2664	0.5613	0.7574	0.4515	0.6829	0.6446	0.8285	-0.0118	0.6191	0.4923	0.5850	0.5450			
20	0.5482	0.5500	0.5430	0.1042	0.3474	0.5571	0.2037	0.3383	0.4117	0.1478	0.5415	0.4203	0.4663	-0.0782	0.5252	0.4236	0.6866	0.5688	0.5290		
21	0.8603	0.7756	0.7729	0.2988	0.5428	0.6295	0.3806	0.6902	0.7487	0.3881	0.7846	0.7438	0.8595	0.0966	0.7552	0.7042	0.7385	0.7264	0.8580	0.6841	

APPENDIX IV

SEMI-STRUCTURED INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

ROLE AMBIGUITY

1. What is your degree of participation in decision making in the school? Are you satisfied with it?
2. Are there any areas you would like to have more or less involvement? Why?
3. How teachers are responsible for your supervision? 1 2 3 4
4. Do you at times find their expectations to be conflicting or confusing?
5. How do you deal with this?
6. Do you find people not clear about your role as an intern? Which people? Why? How do you feel about it?

JOB SATISFACTION

1. How much importance do you think people in your school attach to your job?
2. How important or significant is your job to you? Explain.
3. How much lesson observation do you get from your supervising teacher(s)?
4. How much supervisory feedback do you get from your supervisor(s)?
5. Are there any specific areas you would rather receive less or more supervision than you are currently receiving? Why?
6. How do you feel about your workload?
7. How much autonomy do you have in your job?
8. Which areas would like to have more or less autonomy and why?
9. How do you feel about being an intern? Explain.
10. Overall, how satisfied are in your job?

JOB PERFORMANCE

1. Is there pressure to do more in your job?
2. Where does the pressure come from?
3. How do you feel about presence or absence of such pressure?
4. What factors motivate you to worker harder and what demotivates you? Why?
5. Are you satisfied with your current performance level? Why?

APPENDIX V

LETTERS OF AUTHORIZATION

EDMONTON PUBLIC SCHOOLS

September 10, 1986

Mr. W.A. Kiffiak
School Liaison Officer
Division of Field Services
University of Alberta
Edmonton, Alberta
T6G 2G5

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ASSOCIATE SUPERINTENDENTS
Dan Assaf-Smith
Dick Baker
Alex Gardner
Pat Leggo
Carl Lund
Bruce McIntosh
Bob Smulovitch
George Thayer
George Van Ham

Dear Mr. Kiffiak:

Re: Research Request "Job Satisfaction of Teacher Interns and Its Relationship to Role Ambiguity and Role Performance" Josphat Tichatonga Nhundu

The above research request has been approved on a permissive basis following examination by our department. The approval is subject to the following conditions:

1. Voluntary participation by teacher interns in the study.
2. Provision for participants to withdraw from the study at any time.
3. Participants will be assured anonymity and their reports treated confidentially.

Last year six projects, related to teacher interns, were conducted within the Edmonton Public School system. As a result I want to carefully monitor the exposure that the interns have with research projects. Therefore, I would like Mr. Nhunda Josphat Tichatonga to contact Ms. Shirleyanne Michaels who conducts our internal evaluation of the program for Alberta Education. The purpose of this liaison is to ensure the selection of an appropriate sample population that avoids duplication with other surveys that will be conducted this year. Ms. Michaels can be contacted in the Monitoring and Research Branch at 429-8160.

We would appreciate receiving a copy of the results of the study as soon as they are available.

Yours sincerely,

Simon Van der Valk
Consultant
Monitoring and Research

SVV:sg

cc: Mr. Josphat Tichatonga Nhundu
Ms. Shirleyanne Michaels
Ms. Margaret Anne Young

CENTRE FOR EDUCATION
One Kingsway
Edmonton, Alberta T5H 4G9 Telephone (403) 429-8000

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Psychology
Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455

July 23, 1986

Josphat T. Nhundu
Department of Educational Administration
7-104 Education Building North
University of Alberta--Edmonton
Edmonton, Alberta
CANADA T6G 2G5

Dear Mr. Nhundu:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire (1967 Long Form) in your research. We acknowledge receipt of payment for 50 copies of the instrument, one Specimen Set, and First Class postage and handling fees.

We would appreciate receiving a copy of any publications that result from your use of the MSQ. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments, and we would value your contribution to our collection.

Good luck with your research. If you have any questions or if we can be of further assistance, please do not hesitate to contact us.

Sincerely,

Allan M. Due (mcs)

Allan M. Due
Assistant Director
Vocational Psychology Research

AMD:mcs

enclosures